

*Health Literacy
Performance Assessments*



Character Education

2004 Edition

Adapted by the
Wisconsin Department of Public Instruction
from
CCSSO-SCASS Assessing Health Literacy Project



Health Literacy
Performance Assessments

Character Education

Core Values:
Respecting Others
Taking Responsibility

Student Services/Prevention and Wellness Team



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Madison, Wisconsin

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Preface

Health Literacy Performance Assessments Character Education: Respecting Persons and Taking Responsibility 2004 Edition

This packet focuses on authentic, performance-based teaching and assessments that can be used to check student progress in learning and development or character.

The focus on Character Education in general, and more specifically, on the core values “respecting persons” and “taking responsibility” is an outgrowth of the Wisconsin’s Citizenship Initiative and the five-year funded project, *Partners for Citizenship: Wisconsin’s Character Education Project* from the U.S. Department of Education. In April 2003, family and consumer education and health education teachers were awarded scholarships to attend the Second Annual International Bioethics Forum, “Who Decides?” One session on using cases to facilitate discussion of bioethical issues provided impetus for development of the high school materials.

The assessment devices and tools in this packet were created using a model similar to the one developed by the Council of Chief State School Officers (CCSSO)–States’ Collaborative on Assessment and Student Standards (SCASS) “Assessing Health Literacy” project begun in 1994. Since that time, the Wisconsin Department of Public Instruction (DPI) collaborated with 30 states, CCSSO, the Harcourt-Brace Psychological Corporation, and American College Testing to develop sets of health-related assessment items. To supplement the items provided through this project, Wisconsin educators contributed several assessment devices and tools.

Over time, educators from multiple disciplines participated in this project. Family and consumer educators, counselors, nurses, elementary teachers, and physical educators joined health and driver’s education teachers to make these performance assessments valuable to all teachers interested in improving instruction on health and safety issues.

The material in this packet is organized by the two core values, “respecting persons” and “taking responsibility,” and three educational levels, Elementary School, Middle School, and High School.

We are pleased to offer these valuable resources for use throughout the state to enhance curriculum, instruction, and student assessment on health and safety issues. School districts’ use of these assessment devices and tools is voluntary. Since they are intended as part of curriculum and instruction, educators must determine how these assessments fit into their district’s curriculum. Each item contains a list of potential curriculum connections. The DPI encourages use of a variety of assessment methods, including those developed by teachers and outside sources. If you elect to use any of these items, follow the same procedure that you would use for any new resource. This may include informing the principal, curriculum director, health education coordinator, department chair, integrated and applied team members, and the school district’s advisory committee that provides oversight for health-related instruction.

The DPI intends to publish annual editions of the performance assessment packets with new items added each year. Educators can submit original, authentic, performance-based assessments for consideration for the next edition of assessment items by mailing them to the following address: Sharon Strom, Consultant-FCE/FCCLA, Department of Public Instruction, 125 South Webster Street, PO Box 7841, Madison, WI 53707-7841

How to Use the Health Literacy Performance Assessments

Performance assessments are standards-related strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

Performance events are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

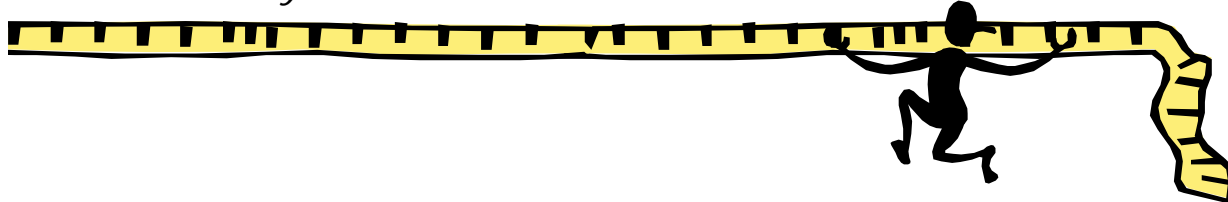
Performance tasks are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy and character education performance-based assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas, such as family and consumer education, developmental guidance, and information and technology literacy.
- ◆ Exhibit or display student work on a health or safety topic; for example, collages or posters.
- ◆ Enhance student interest in a health-related topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers and the audience's health-related behavior.
- ◆ Document student learning and talent using student health and safety portfolios.
- ◆ Investigate the impact of a health-related program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health-related program.
- ◆ Develop effective assessment devices, tools, scoring rubrics, and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

For information on scoring assessments, see Appendix.



New for 2004

Connections to Wisconsin Model Academic Standards

In 1997, the State of Wisconsin adopted a set of model academic standards in 18 subject areas, most of which are reflected in national standards for each of the disciplines.¹ Although character education is intended to cut across most subject areas, it has special emphasis in disciplines that focus on human action and behavior. The teacher information section for each assessment device in this packet contains a list of potential curriculum connections. In some instances, the subject area is listed because of the media students use to show evidence of meeting standards and not the content of the item.

Rather than list the standards for each subject area mentioned, this packet focuses on relevant standards for two disciplines that emphasize human action and behavior, including the ability to use interpersonal skills **and** practice ethical standards and behaviors. The core values, respecting persons and taking responsibility, are related to two of six content standards in *family and consumer education* **and** two of seven content standards in *health education*. Each content standard section contains rationale and illustrative performance standards.

Family and Consumer Education

- C.1 Family Action Skills:** Students in Wisconsin will understand and use (a) communication to reach understanding and agreement about what to do and (b) reflection in everyday life.
- D. Personal and Social Responsibility:** Students in Wisconsin will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action.

Health Education

- F. Communication Skills:** Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health.
- G. Advocacy:** Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health.

We hope these examples will help you align your units of instruction with model academic standards related to your students' character development.

¹

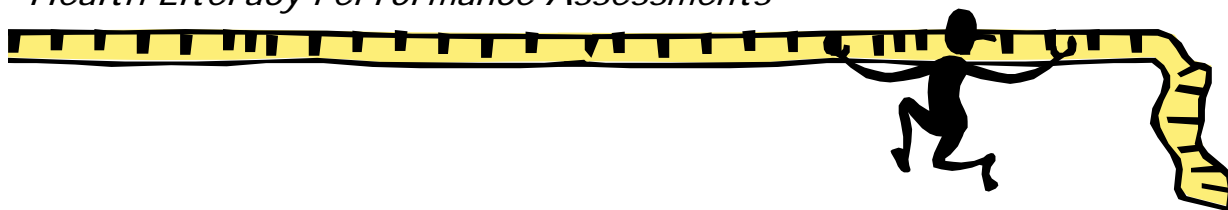
¹ These standards are available online to download: <http://www.dpi.state.wi.us/dpi/standards/>. If cutting and pasting is desired, all 18 sets are available through Publication Sales on CD-ROM: <http://www.dpi.state.wi.us/dpi/dtcl/eis/pubsales/stdndr.html>.



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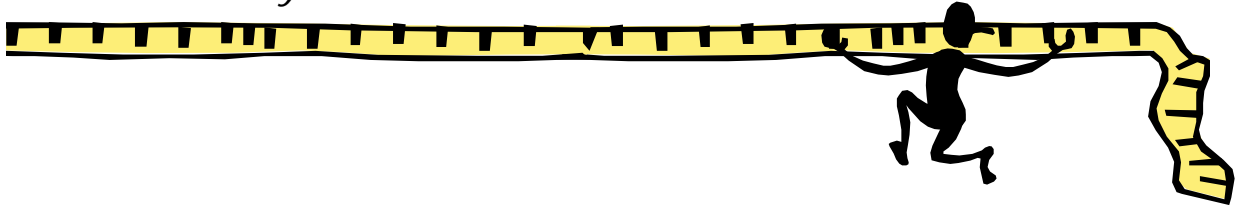
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Health Literacy Performance Assessments



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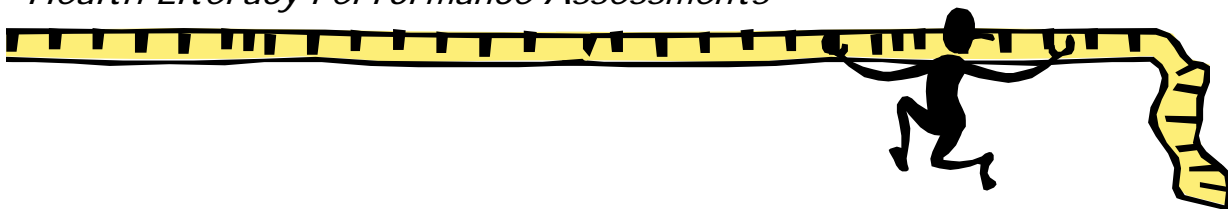
Elementary School



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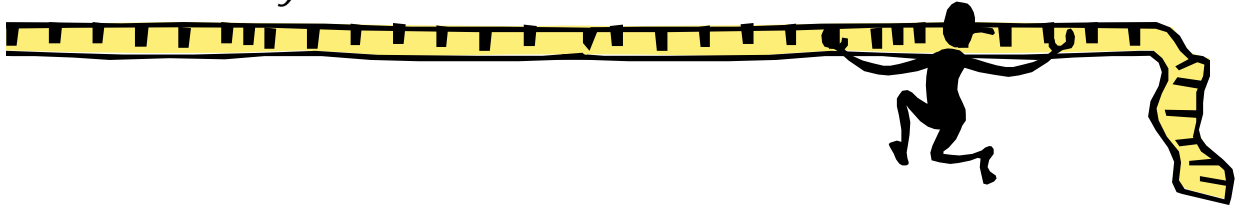
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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect: "Dictionary of Good Manners"**

Educational Level: **Elementary**

Student Instructions

As follow-up to our discussion of good manners, today you will be working in pairs. You and your partner have been given a word or phrase that you will work on together. Discuss what the term or phrase means and decide how you could explain or illustrate it in class. Then write down your explanation or illustration. After you have defined or illustrated the term or phrase, discuss how to show this idea to the class using a real life situation. Write down each part to act out in a short role-play for your classmates.

Assessment Criteria

Answers will be scored on the following:

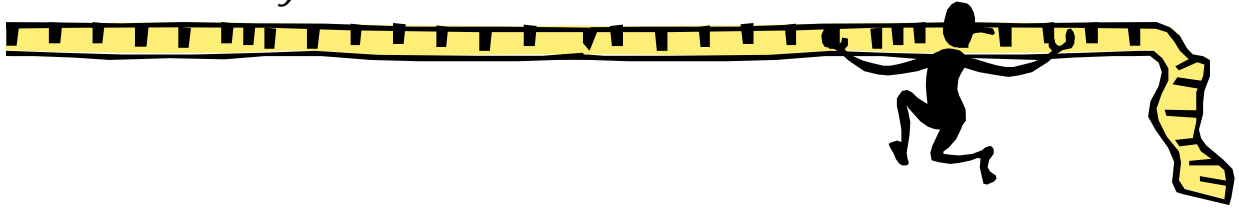
1. How well you show an understanding of good manners in your explanation or drawing.
2. How well you demonstrate respectful behavior to others in the role-play activity and how the audience responded to your role-play.



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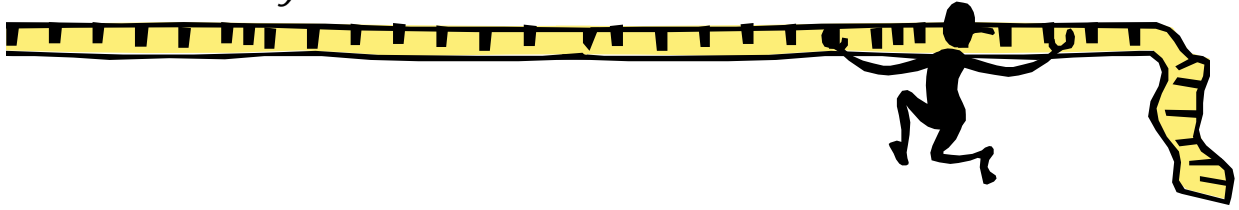
The following questions will be used to determine whether you have achieved the criteria:

- ☐ What was the “good-manners” word or phrase in the role-play?
- ☐ Did you and your partner show respectful behavior to each other?
 - How do you know?
 - How can you tell?
- ☐ Was the audience respectful during the role-play?
 - How do you know?
 - How can you tell?



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Dictionary of Good Manners

After you

Allow me

Be courteous and considerate

Bending over backward to be helpful and nice

Can I get you anything?

Giving a compliment to someone

Good morning, good afternoon, good evening

How are you?

I appreciate you

I'm sorry

Listening and not interrupting when others are talking

Making eye contact when others are talking to you

May I?

Pardon me

Please

Thank you

Waiting patiently

Excuse me

You're welcome



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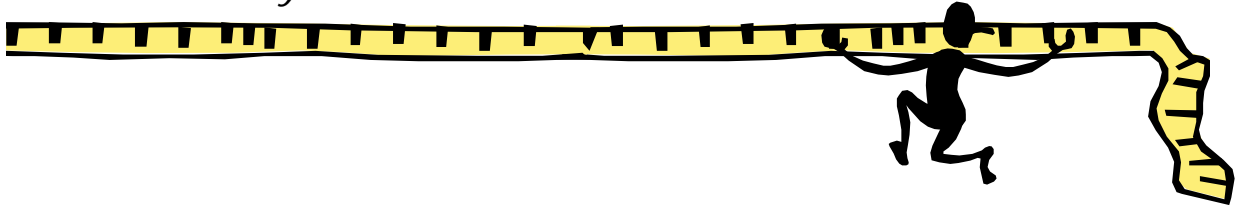
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect: "Dictionary of Good Manners"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

English/Language Arts, Social Studies, Developmental Guidance, Family and Consumer Education and FCCLA Peer Education Programs, Health Education

Overview

Good manners can be the backbone of respectful behavior. In this activity, students will demonstrate their knowledge of "manners" words. They will act out ways to use these words in role-playing activities.

Requirements

Students will use background knowledge of good manners to create definitions and role-plays.

Time

Three to five days

Materials

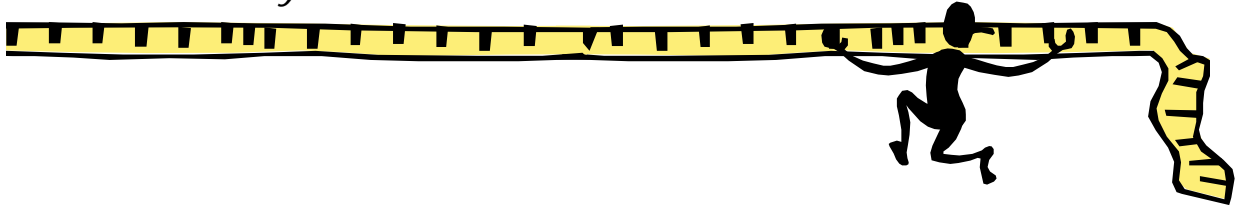
Dictionary of Good Manners worksheet, writing tools, classroom dictionaries, props needed for role-plays.



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Instruction

The teacher should discuss the concept of good manners with the class and ask students to determine when and why they are important to use. In this discussion, allow students to generate words useful in demonstrating good manners such as "please," "thank you," "may I," and so forth. Group the students into pairs and give each group a word or phrase to explain or illustrate together. After completing the written explanation or illustration, each pair of students will create and practice a role-play that demonstrates the correct use of the word or phrase in everyday life situations. Adjust the assignment to fit individual differences in learning needs of your students. For example:

1. For younger students, stick figures and drawings can be used to demonstrate their understanding of the actions involved rather than writing an explanation.
2. For those students unable to write an explanation, ask them to use a children's dictionary or other reference material.
3. The completed work can be compiled in alphabetical order to make a class booklet, *Dictionary of Good Manners* and/or divided into two parts: "Things You Say" and "Things You Do."

Assessment Criteria

Answers will be scored on the following:

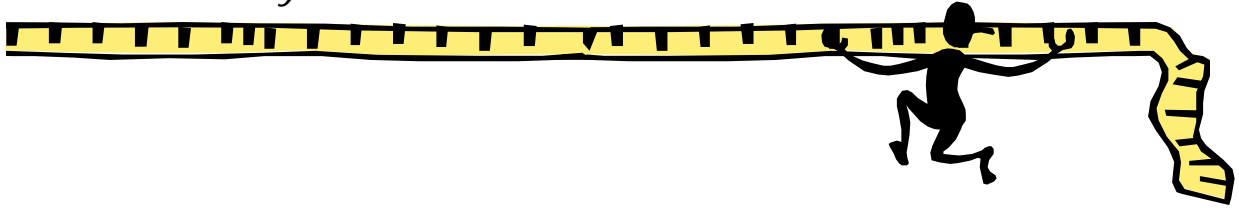
1. How well the students show an understanding of good manners in their explanation or drawing.
2. How well the students demonstrate respectful behavior to others in the role-play activity and how the audience responded to the role-play.



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Use the following questions to determine whether students are able to achieve the criteria:

- ☐ What was the “good-manners” word or phrase in the role-play?
- ☐ Did the pair show respectful behavior to each other?
 - How do you know?
 - How can you tell?
- ☐ Was the audience respectful during the role-play?
 - How do you know?
 - How can you tell?

Sample Response

Please. When asking someone for an object that he or she has, or to do a task that I would like him or her to do, I would use “please” in front of my request so that I do not sound demanding.

A role-playing activity that could be used to demonstrate the use of this word, would have one person holding a bag of candy and another person politely asking for a piece of it. The person would ask, “May I please have a piece of candy?”



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Dictionary of Good Manners

After you

Allow me

Be courteous and considerate

Bending over backward to be helpful and nice

Can I get you anything?

Giving a compliment to someone

Good morning, good afternoon, good evening

How are you?

I appreciate you

I'm sorry

Listening and not interrupting when others are talking

Making eye contact when others are talking to you

May I?

Pardon me

Please

Thank you

Waiting patiently

Excuse me

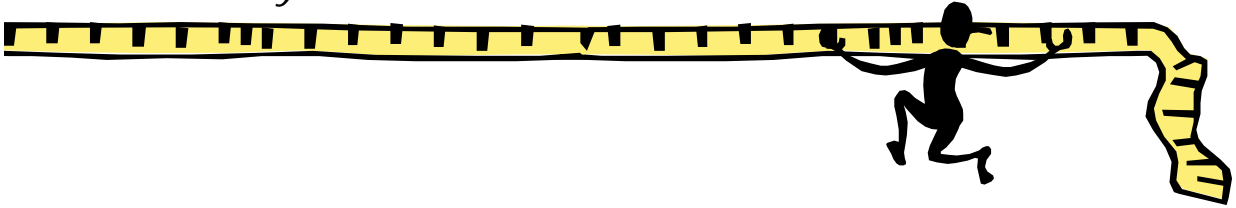
You're welcome



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility: "Hometown Heroes"**

Educational Level: **Elementary**

Student Instructions

Your teacher will introduce the Hometown Heroes activity in class and will help you think through each part your assignment. Using magazines, newspapers, or other resources your teacher brought to class, select a picture of a community member who is a responsible part of the community. With permission, cut out and paste this picture on paper your teacher has provided. If it isn't possible to cut and paste pictures, draw a picture of this community member. Then write a brief description of the community member's responsibilities. Your portraits of these Hometown Heroes will be displayed in the classroom or hallway.

When the pictures or portraits have been completed, as a class you will invite some of the community workers to visit the classroom and tell you about their job responsibilities. As a class, you will develop a list of questions for interviewing the speakers at the end of their presentations. Then, as a class, you will write a thank you note to each speaker. Each of you will be asked to identify what you learned from the speaker.

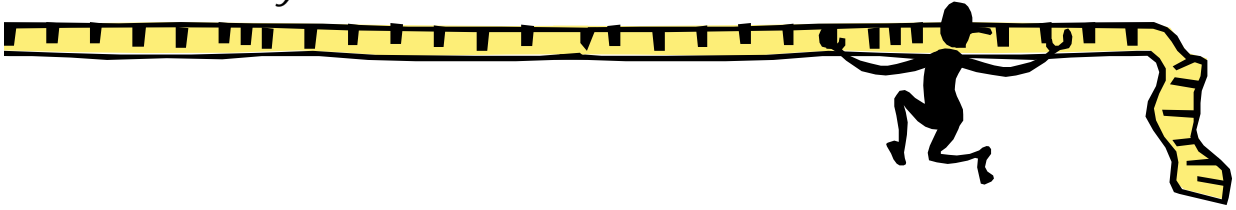
If it isn't possible to arrange for classroom visitors, your teacher will discuss different activities. When the Hometown Heroes activity is finished, you will be asked to apply this information in your own life; for example, to responsibilities connected with your role as a student and as a family member.



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Assessment Criteria

Answers will be scored on the following:

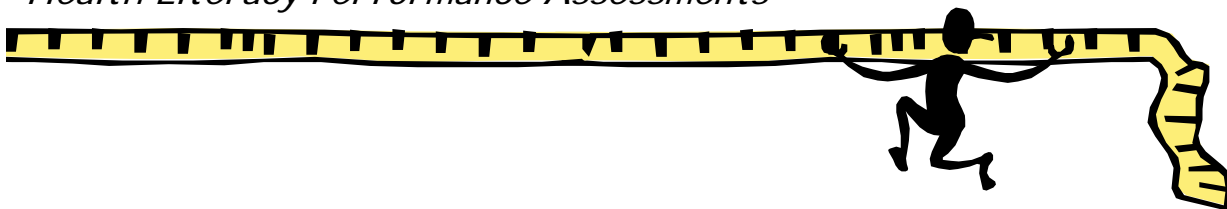
1. How well your choice of a Hometown Hero reflects the qualities of responsible behavior.
2. How well you describe responsible behavior.
3. How well you demonstrate respect while communicating with Hometown Heroes.
4. How well you can apply what you learned about responsible behavior to your own life.



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility: "Hometown Heroes"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

Social Studies, Language Arts, Guidance, Art, Family and Consumer Education and FCCLA Peer Education Programs, Health

Overview

This assessment looks at the community helpers or workers and the responsibilities connected to the jobs and positions they hold. The activity provides an opportunity for students to synthesize what they have learned from their investigation of community workers and to apply this information to their own lives; for example, to their own role as students and family members.

Requirements

Provide students with copies of magazines, newspapers, school newsletters, and catalogues that you have brought to class. Ask them to identify community members who demonstrate responsibilities as a necessary part of their job or position. An alternative to cutting out and pasting pictures from classroom resources would be to have students draw their portrait of the community member on a separate sheet of paper. Then have students write a brief description of the community worker's job responsibilities on the same sheet of paper. Remind them to use complete sentences. Display the responsible hometown heroes in the classroom or hallway.



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As a class, invite some hometown heroes to visit your classroom and speak about their job responsibilities. Ask the students to compile a list of questions for use when interviewing the community worker at the end of their presentation. As follow-up to the classroom visitor activity, work with the students to write a class thank you note. Ask students to identify what they learned from the speaker(s). One option would be to include student drawings as part of the thank you note.

See the suggested variations to the classroom visitor activity below. Whichever option is chosen as a way to learn about community workers, encourage students to apply this information in their own lives; for example, to responsibilities connected with their roles as students and family members.

Variations: If the classroom visitor activity is not feasible:

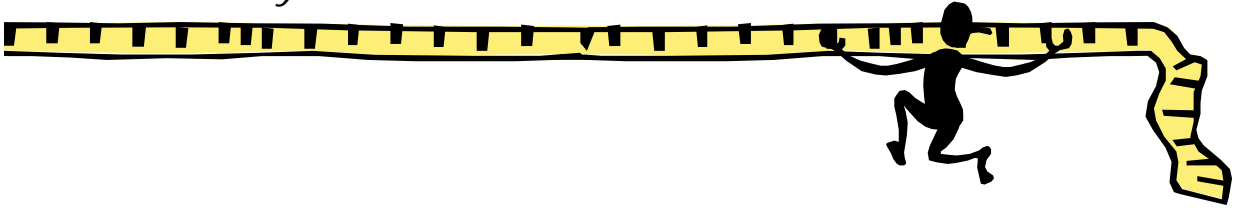
1. Students could interview current school staff to find out about their job responsibilities.
2. Or students could present their community worker portrait to the class and explain the responsibilities they think this individual has as part of their job or position. If students present a portrait, ask the class to discuss the following question: What additional responsibilities could be added to complete the portrait?
3. For younger students, speakers could be replaced with children's literature on community workers or a video.



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Health Literacy Performance Assessments



Time

Three to five days

Materials

Paper, local publications for pictures, pencils/pens, colors/markers, glue

Instruction

The teacher should present background information on the responsibilities of different community people. Then explain the project to the students defining why this task is important for students to research and comprehend. For example, students should acquire the understanding that being responsible is an ongoing life skill that can affect the lives of others.

Assessment Criteria

Answers will be scored on the following:

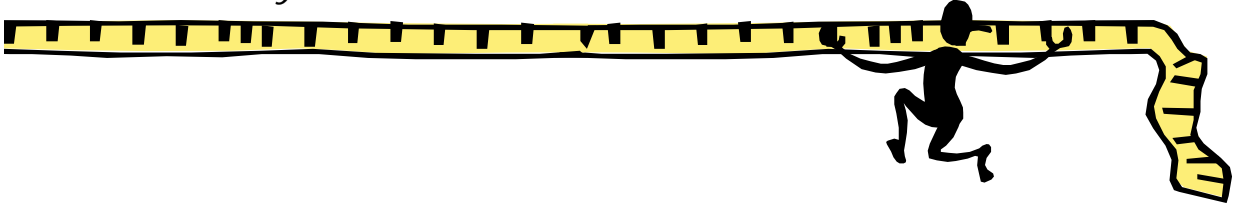
1. How well the student's choice of a Hometown Hero reflects the qualities of responsible behavior.
2. How well the student describes responsible behavior.
3. How well the student demonstrates respect while communicating with Hometown Heroes.
4. How well the student applies information about responsible behavior to their own lives.



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Sample Response*

Teachers take care of all their students.

Teachers correct all of the students' work.

Teachers explain problems that students don't understand.

Teachers encourage you to succeed!

Teachers plan lessons so their students get a complete education.

Teachers must be organized so lessons can be completed on time.

Teachers teach students how to be better people.



*Some other possible choices for hometown heroes may include secretaries, firefighters, nurses, grocers, doctors, pharmacists, mail carriers, police officers, emergency medical technicians (EMT's), and librarians.



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility: "Responsibility Portfolios"**

Educational Level: **Elementary**

Student Instructions

Your teacher will introduce the responsibility portfolio in class and will help you think through each part of your assignment. During the next nine weeks, you will be choosing, collecting, dating, and organizing samples of your work and accomplishments that illustrate how you have shown responsibility in your actions at school and at home. This work will be kept in a folder or portfolio that you will have access to at all times. The portfolio has three purposes:

1. It organizes in one place samples of your work that you are proud of and which you did over a period of time.
2. It shows your level of responsibility in your role as a student.
3. It provides evidence of your level of responsibility for your teachers and parents.

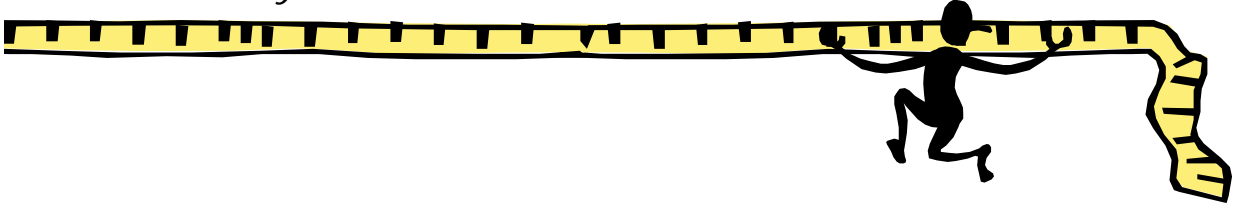
Be sure to select a variety of examples and tell why you picked each piece of work. Include some examples that show your growth over the nine week time period. Toward the end of the nine weeks, you will be responsible for organizing and presenting your final portfolio project for evaluation.



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Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. The completeness of your portfolio or folder (e.g., collection of items, reflections, and organization of the document).
2. Whether you provide evidence of the importance of responsibility through a variety of samples from both content and specialty areas.
3. Whether your portfolio assessment checklist and the one completed by the evaluator show your growth in completing the portfolio project.

See the sample reflection.

Sample Response

Your portfolio is unique. It reflects how you think about your level of responsibility. Be sure to include the reasons why you chose each piece of work to show your level of responsibility. The incomplete sentences below will help you think about your choices.

Sample Reflection

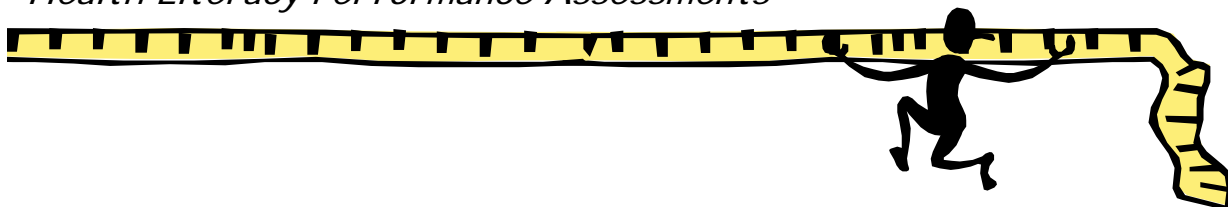
1. I chose this piece of work because _____.
2. I could have improved this piece by _____.
3. This piece showed that I was a responsible person because _____.



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Portfolio Assessment Checklist

Name of the Student _____

Date of the Assessment _____

	B	D	S
The student shows responsibility for his/her representation of the data in their portfolio.			
The student presents the information in a logical order.			
The student uses a clear, consistent voice in presenting their reflections of their portfolio.			
The student's portfolio is comprehensive and includes a variety of samples from various sources.			
The student's portfolio is neat and organized.			
The student's portfolio illustrates that student's personal growth over time.			

B = Beginning Skill

D = Developing Skill

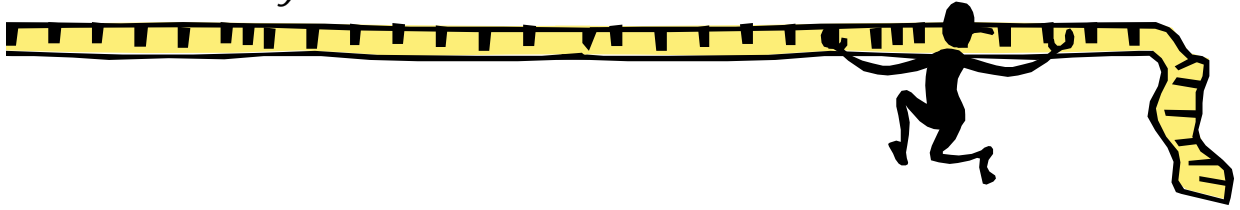
S = Secure Skill



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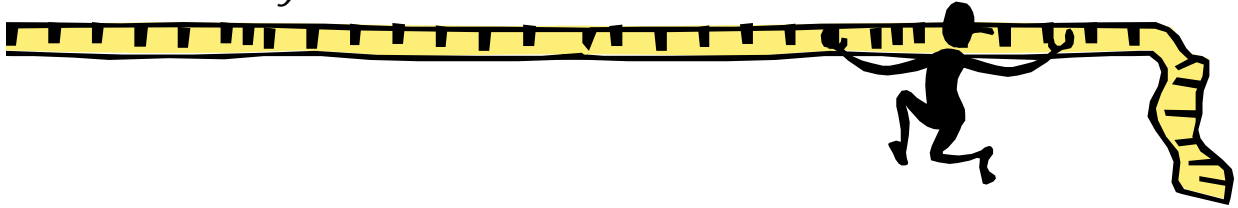
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility: "Responsibility Portfolios"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

All areas

Overview

This performance task requires the student to keep pictures and other samples of work, journal pages, outside comments (for example, good work notes), and other documentation in a personal portfolio or folder that illustrates the student's hard work and personal growth over time.

Requirements

Students will collect, date, organize, and reflect on their work or other school related documents of their choice. These may be work samples they are proud of and exemplify their role as a responsible student.

Time

Nine weeks

Materials

Folders (two pocket with clasp), pens/pencils, instant or digital camera



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Instruction

Facilitate class discussion about the tasks and accomplishments students have been proud of in the past—inside and outside of school. Provide an explanation of how to collect, reflect upon, and organize future work to meet the requirements of the responsibility portfolio: it (a) illustrates responsible actions, and (b) shows the student's growth and accomplishments in all areas of their school and home life. The teacher should periodically check the students' portfolios with the individual student to help them evaluate their progress. Provide assistance to students who are struggling to identify samples for their portfolios. Toward the end of the nine-week period, the teacher and student should make arrangements for each student to share their portfolio with a valued older person who could evaluate the compilation; for example, teachers, administrators, teacher aides, tutors, mentors, and/or other community members.

Variation: Students present and explain their portfolio during the parent-teacher-student conference.

Assessment Criteria

Student portfolios will be scored on the following:

1. The student's portfolio is complete as shown through the collection of items, reflections, and organization of the document.
2. The student's portfolio shows evidence of the importance of responsibility through the variety of samples included from both content and specialty areas.
3. The assessment checklist from student and evaluator illustrate the student's growth in completing the portfolio project.

Sample Response

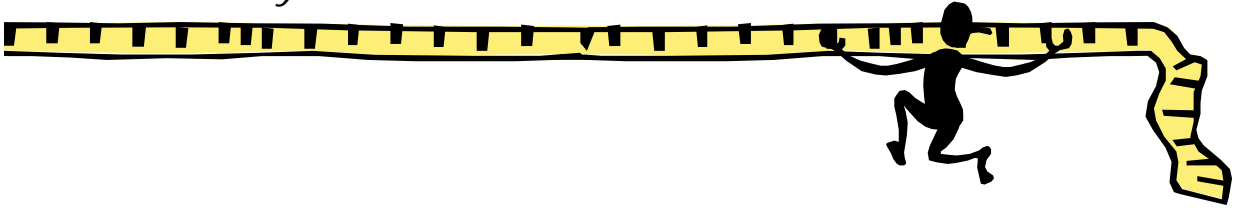
Each portfolio is unique. It reflects how each student thinks about his or her own level of responsibility. Provide prompts, such as the incomplete sentences listed below, to help students reflect upon their choices. How does each piece of work show their level of responsibility?



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Sample Reflection

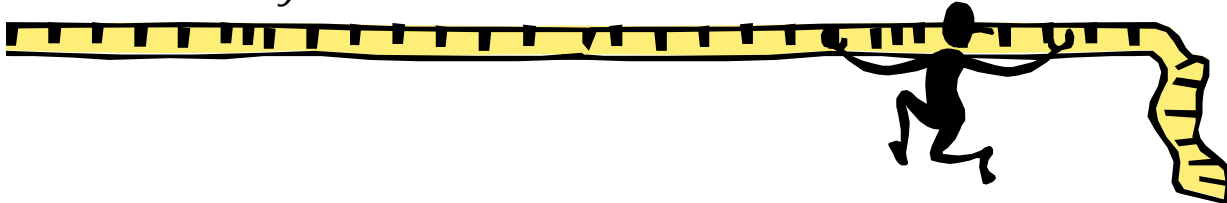
1. I chose this piece of work because _____.
2. I could have improved this piece by _____.
3. This piece showed that I was a responsible person because
_____.



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Portfolio Assessment Checklist

Name of the Student _____

Date of the Assessment _____

	B	D	S
The student shows responsibility for his/her representation of the data in their portfolio.			
The student presents the information in a logical order.			
The student uses a clear, consistent voice in presenting their reflections of their portfolio.			
The student's portfolio is comprehensive and includes a variety of samples from various sources.			
The student's portfolio is neat and organized.			
The student's portfolio illustrates that student's personal growth over time.			

B = Beginning Skill

D = Developing Skill

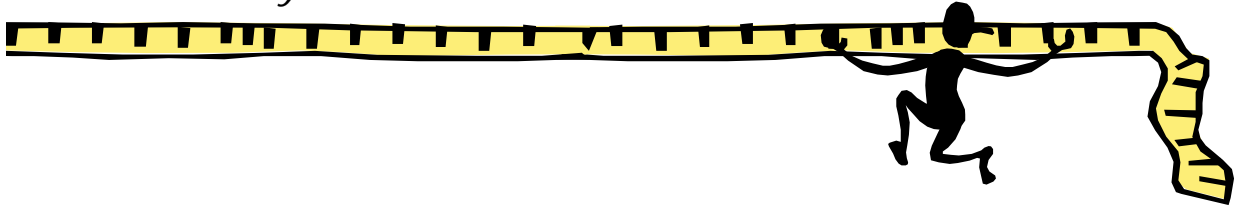
S = Secure Skill



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect: "Roadmap to Success:
Awareness of Acceptable
Actions"**

Educational Level: **Elementary**

Student Instructions

Your teacher will provide an introduction to this assignment. Today you will be working in cooperative groups to brainstorm a list of respectful behaviors. Be sure to include respectful behaviors for each of the following settings—classroom, school, home, and community. Record your examples of respectful behaviors in each setting on poster board.

When you have completed this task, decide how you will use this information to develop your own individual brochure, pamphlet, or poster. Be sure to include at least three behaviors that you feel are important to be successful in your classroom, school, home, and community. Your brochure, pamphlet, or poster should be original and creative, using artwork that enhances your message.

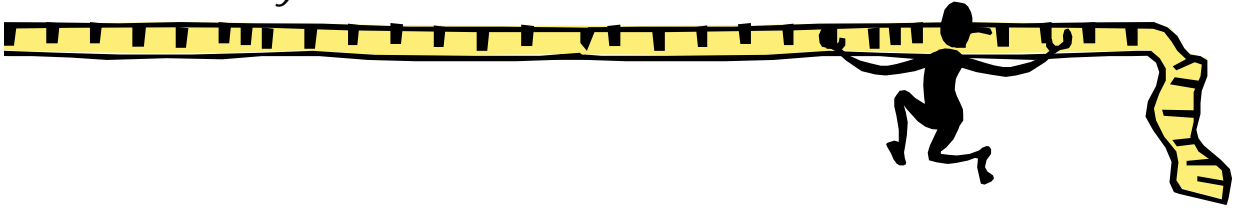
When your individual "Roadmap" is finished, you will be asked to present your ideas orally in one or more settings (with a partner, in small group, to the whole class, or to a younger audience). Your job is to convince the audience that these behaviors are essential and important in becoming successful in each setting.



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Assessment Criteria

Answers will be scored on the following:

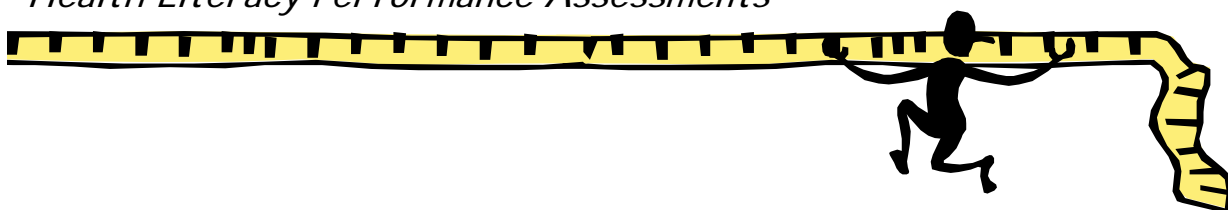
1. How well you present an informative, convincing message that the behaviors illustrated are important and would benefit others by behaving in this manner.
2. The overall organizational style, neatness, and originality of the brochure, pamphlet, or poster.
3. The quality of interaction in cooperative group work.
4. Audience behavior during the oral presentation such as attentiveness, eye contact, showing interest in the topic.

See the specific criteria that will be used to assess your work.



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Performance Assessment Tool

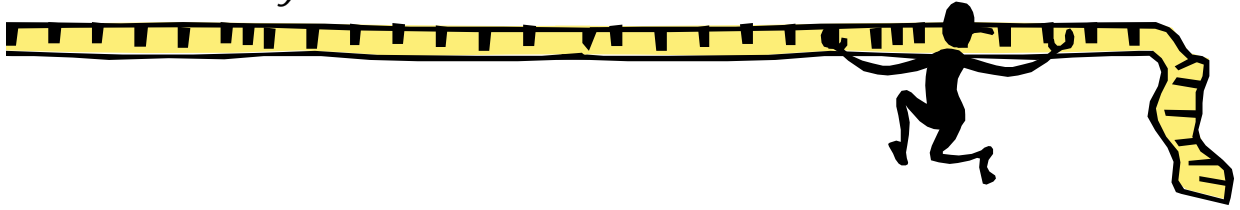
Criteria	Performance Levels		
	3	2	1
Information Content Purpose	Accurate Includes at least 3 behaviors Shows detailed understanding	Somewhat accurate Includes at least 2 behaviors Shows some understanding	Not accurate Includes only 1 behavior Does not show understanding
Organization Format Neatness	Very organized Very neat	Somewhat organized Fairly neat	Disorganized Sloppy illustrations and writing
Communication Clarity Listening	Clear and interesting Message consistently reaches the audience	Somewhat clear and interesting Message reaches audience most of the time	Not clear or interesting Message is lost entirely and does not reach audience
Collaboration in Cooperative Groups	Enthusiastic interaction Involved conversation on topic Whole group contributes All students on task	Some interaction Conversation usually focused on topic Two people are involved One student off task	Little interaction Conversations not always on topic One person dominates Several students off task



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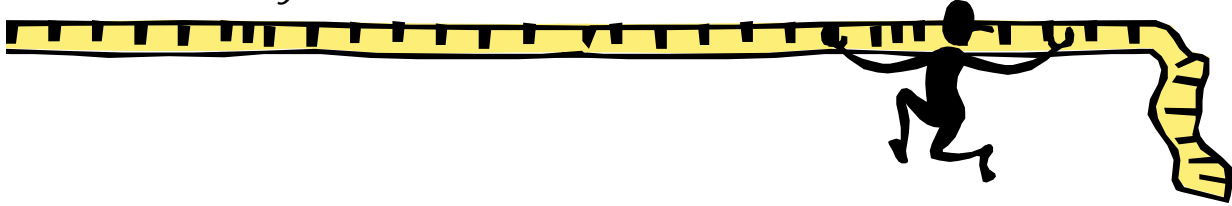
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect: "Roadmap to Success:
Awareness of Acceptable
Actions"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

English/Language Arts, Health, Art and Design, Information and Technology Literacy, Guidance, Family and Consumer Education, and FCCLA Peer Education Programs

Overview

Students need to become aware that certain behaviors may affect other people's perception of them. Identifying appropriate behaviors in the classroom, school, home and community is an important first step in increasing one's awareness of their own actions. This awareness will help promote overall student growth and understanding about respectful behavior.

Requirements

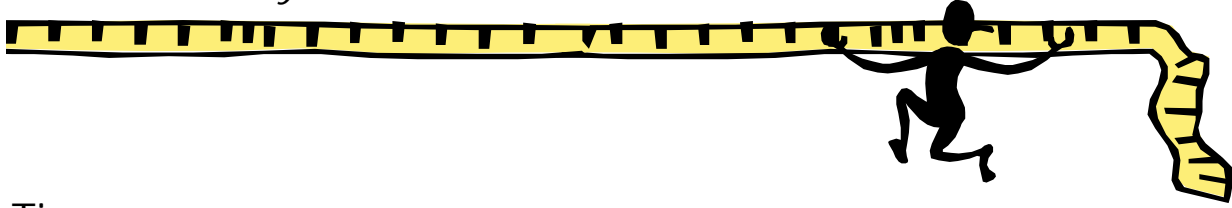
In this activity, students will identify appropriate behaviors and reasons for these behaviors that will increase the likelihood of student success and promote positive behaviors that will enhance social interactions between students, students and teachers, students and parents, as well as students and other adults within the community. The students will create a brochure, pamphlet, or poster to illustrate the benefits of using the identified behaviors.



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Time

Three to five days

Materials

Poster board, paper for chosen media, markers/colors, pencils or pens, possible use of a computer

Instruction

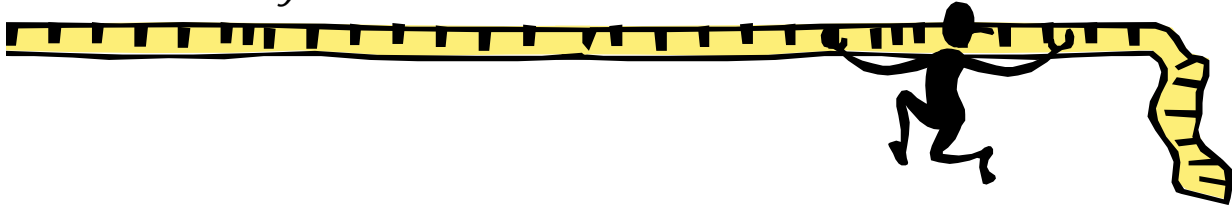
1. Divide the class into cooperative learning groups of three to five students to brainstorm examples of respectful behaviors in different settings.
2. Share examples of respectful behaviors within each setting—classroom, school, home, and community. For example, have all your materials ready at the start of class; walk in the hallways at school; complete your household chores in a timely manner; walk on the sidewalks, not through other people's yards. Encourage students to give good reasons to support statements about appropriate behaviors.
3. Allow each brainstorming group time to develop and list respectful behaviors on poster board.
4. After generating ideas in cooperative groups, students individually take this information and apply it to the development of their own brochure, pamphlet, or poster.
5. When the project is completed, each student is required to share some or all of the information from their document with a partner, in small group, to large group, or to a younger audience. This part of the performance task should include a description of the respectful behavior and an explanation why this behavior is respectful and responsible way for students to act in each setting.



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Assessment Criteria

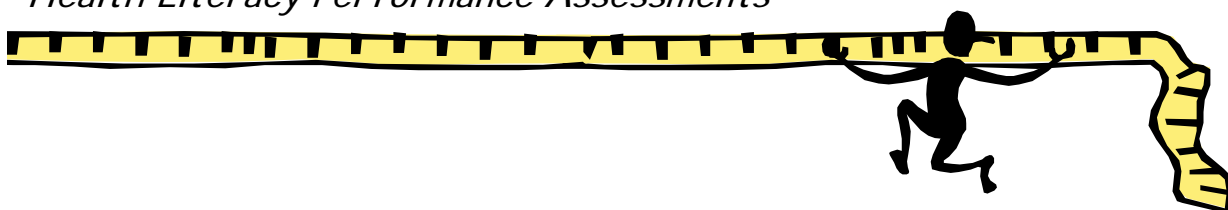
Answers will be scored on the following:

1. How well students present an informative, convincing message that the behaviors they illustrated are important and would benefit others by behaving in this manner.
2. The overall organizational style, neatness, and originality of the created document.
3. The quality of interaction in cooperative group work.
4. The audience behavior during the oral presentation such as attentiveness, eye contact, and showing interest in the topic.



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Performance Assessment Tool

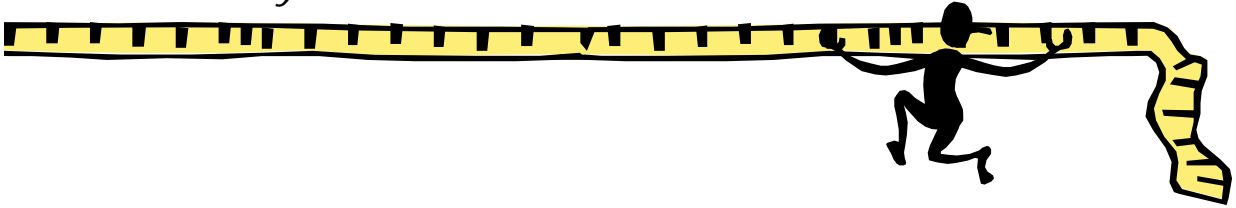
Criteria	Performance Levels		
	3	2	1
Information Content Purpose	Accurate Includes at least 3 behaviors Shows detailed understanding	Somewhat accurate Includes at least 2 behaviors Shows some understanding	Not accurate Includes only 1 behavior Does not show understanding
Organization Format Neatness	Very organized Very neat	Somewhat organized Fairly neat	Disorganized Sloppy illustrations and writing
Communication Clarity Listening	Clear and interesting Message consistently reaches the audience	Somewhat clear and interesting Message reaches audience most of the time	Not clear or interesting Message is lost entirely and does not reach audience
Collaboration in Cooperative Groups	Enthusiastic interaction Involved conversation on topic Whole group contributes All students on task	Some interaction Conversation usually focused on topic Two people are involved One student off task	Little interaction Conversations not always on topic One person dominates Several students off task



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Sample Response

AAA Roadmap to Success in School

Appropriate Classroom Behaviors

1. It is important to stay in your seat while the teacher is teaching a lesson.

Why is this an appropriate behavior?

- ✓ I can listen and learn.
- ✓ I won't distract the teacher or my classmates.
- ✓ I will be a role model for others.

2. Students should always use nice words and an appropriate tone of voice.

Why is this an appropriate behavior?

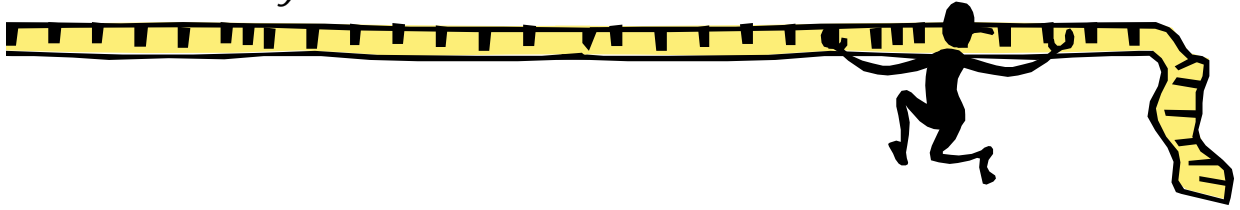
- ✓ I will not hurt others' feelings.
- ✓ Others will like me.
- ✓ The classroom will be quieter for others to get their work done.



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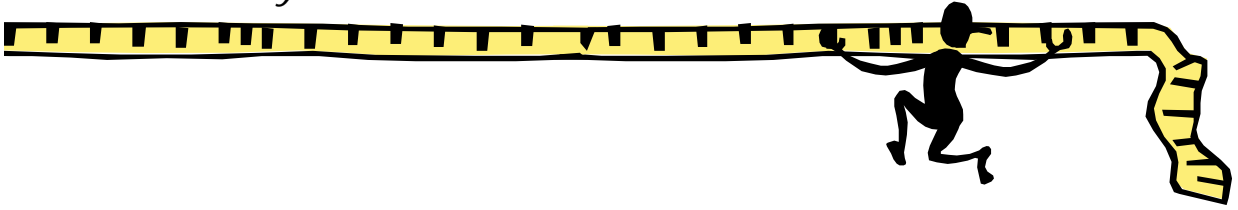
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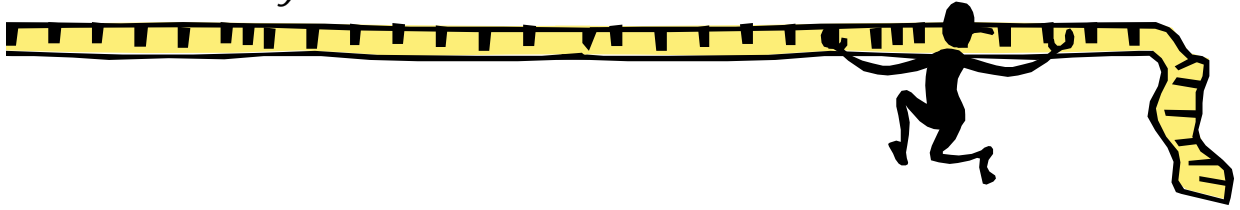
Middle School



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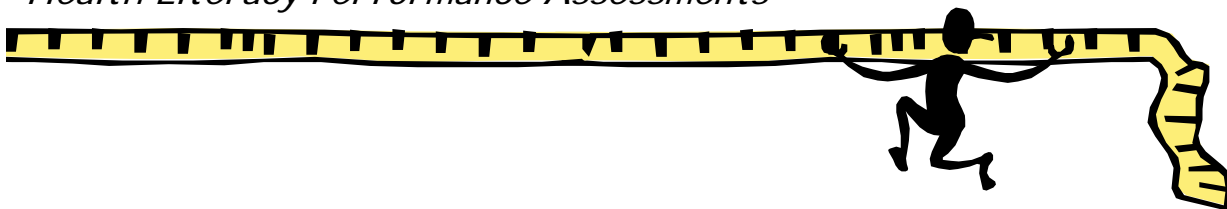
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility in Group Work:
"Fitting Together"**

Educational Level: Middle School

Student Instructions

In this activity you will be discussing the advantages and disadvantages of working in groups. Consider the following analogy: How is working in a group like puzzle pieces fitting together? For example, all of the pieces of the puzzle are needed to make a whole picture just like we need each group member to do their part in order to complete a classroom task successfully.

What are the advantages of working in a group? What are the disadvantages of working in a group? You will be discussing these questions as well as listening to others and making connections to ideas in a fable.

Form small groups of five members.

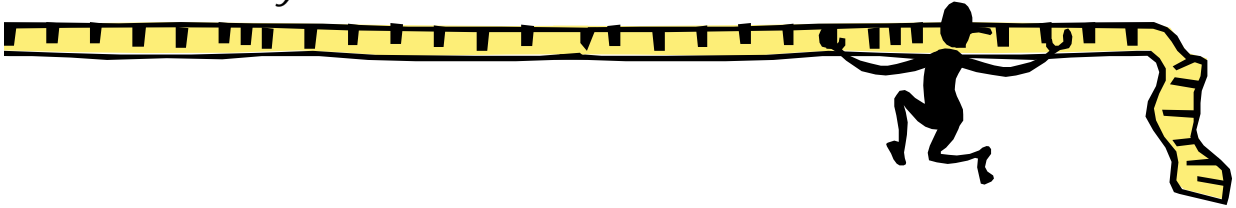
1. Pick a recorder who will list your group's ideas and a reporter to share your group's ideas in large group.
2. Brainstorm what you think an individual's responsibilities are when working in a group.
3. Discuss what you think are the five most important responsibilities.
4. Each group member will have a puzzle piece on which he or she will write one of the five qualities your group has chosen as the top five.
5. Your completed puzzle will have all five qualities that your group chose (one quality on each piece).



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Return to large group

1. Reporters from each group share the group's five puzzle pieces with the rest of the class.
2. Discuss and then vote on the five most important responsibilities of individuals when working in a group.

To wrap-up this activity, your teacher will record the large group's top five choices on a master puzzle that will be displayed in the classroom for future reference. This year you should refer to this puzzle whenever working in a group. Remember to consider the analogy: How is working in a group like puzzle pieces fitting together?

Assessment Criteria

Answers will be scored on the following:

1. How well did you contribute to large group discussion?
2. How well did you participate in small group work and discussion?
3. How well did you stay focused on the topic?
4. How well did you listen to others?

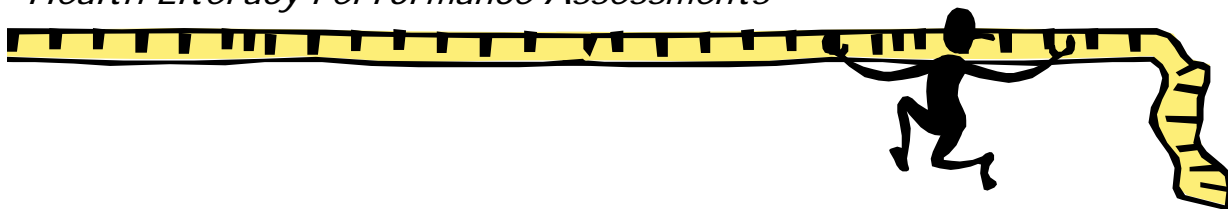
Use the class or group discussion rubric below as a basis for your own self-assessment. This rubric may be used in peer review and to examine classroom or group process (e.g., fish bowl technique).



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Classroom or Group Discussion Rubric

Directions: I identify the point value that best describes participant or group performance

Dimension 1: Contributing to discussion

1	2	3	4
Needs help finding ways to contribute	Contributes a few ideas	Contributes, shares some ideas, asks yes-no questions	Contributes, shares ideas, asks open-ended questions
Needs help showing respect and encouragement	Disregards others' attempts to encourage participation	Sometime encourages others	Uses sincere praise, encourages others to participate

Dimension 2: Focusing on topic

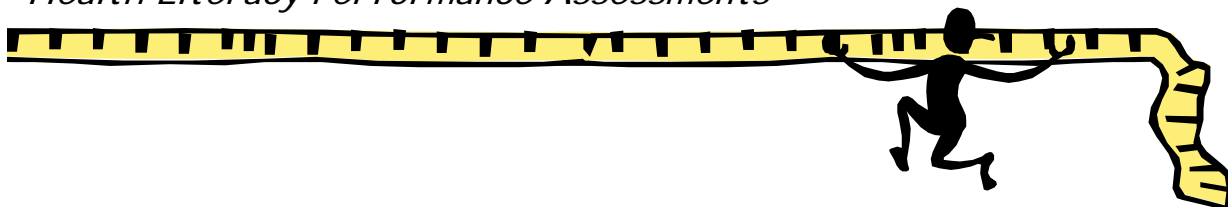
1	2	3	4
Needs help focusing comments on the topic	Some comments relate to the topic	Comments usually relate to the topic	Comments always focus on the topic
Needs help with group discussion process, e.g., supporting discussion	Some comments support discussion	Listens but rarely challenges or questions others' thinking	Actively listens, challenges others' thinking when appropriate



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Dimension 3: Listening behaviors

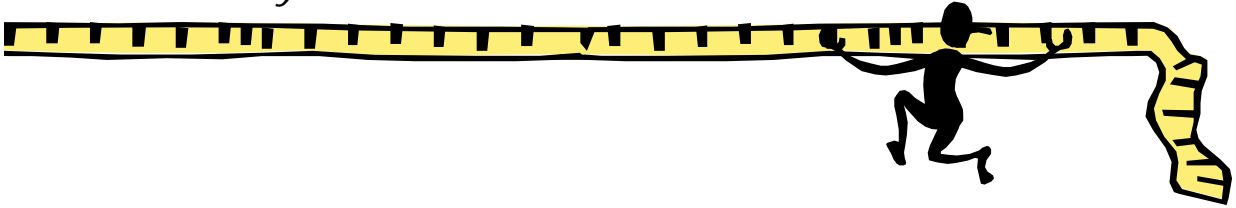
1	2	3	4
Needs help with listening behaviors, what listening looks like and sounds like (e.g., eye contact, does not look at speaker; body language and facial expressions)	Maintains some eye contact, but may laugh when speaker is talking seriously, does not smile or laugh when speaker uses humor	Maintains eye contact; responds with smiles, nods, frowns at appropriate places; actively involved; may make side comments to others	"Tunes in" to the speaker; body and facial expressions relaxed; maintains eye contact; attends seriously; does not disturb speaker or other group members
Needs help asking good questions	Asks questions, but rarely asks clarifying questions	Asks some clarifying questions	Asks clarifying questions and paraphrases
Needs help practicing patience	Wants to quickly resolve issues and move on	Allows others some time to think and respond	Allows others sufficient time to think and respond



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Responsibility in Group Work:
"Fitting Together"**

Educational Level: Middle School

Teacher Information

Curriculum Connections

English/Language Arts, Family and Consumer Education, Health, Guidance

Overview

This activity looks at issues of being responsible to one another when working in a group. It is intended to make clear to the student that each person has a contribution to make and deserves respect.

Requirements

Students will discuss the advantages and disadvantages of working in a group. After listening to Aesop's fable, "The Lion and the Mouse," the class discusses the fable using the discussion questions. Form small groups. Ask members to brainstorm an individual's responsibility in group work. Record the top five qualities on puzzle pieces. In large group, reporters for each small group present their puzzle pieces with the top five qualities. Ask students to vote on the top five responsibilities. The teacher will record on a large classroom puzzle.

Time

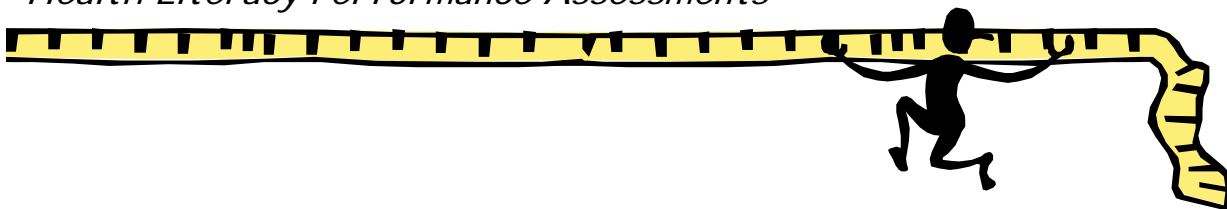
This task will take one class period.



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Materials

Five sets of paper cut into puzzle pieces, pencils or markers, a book of "Aesop's Fables" containing "The Lion and the Mouse," one large master puzzle for year-long display.

Instruction

1. Introduce this activity with a discussion about the advantages and disadvantages of working in groups. Ask the class, "Why should we work together in groups?" Discuss. Then ask, "Why shouldn't we work together in groups?" Discuss.
2. Read Aesop's fable, "The Lion and the Mouse" to the entire class. Classroom discussion should focus on one of the main points illustrated in the fable—sometimes we need each other to accomplish tasks even though we may feel, or others may feel, that we have little to offer.
3. Divide class into small groups of five. Each group picks a recorder to list ideas generated during brainstorming. Provide each group with five blank puzzle pieces. The group brainstorms the qualities needed to work responsibly in a group. Then each group chooses their top five and writes one quality on each of the five puzzle pieces.
4. In a large group discussion, group reporters share each group's choices as the teacher lists them on the board or overhead. Students vote on what they see as the five most important qualities. The teacher records this information on a master puzzle that will be displayed in the classroom for future reference.



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Assessment Criteria

Answers will be scored on the following:

1. How well students contribute to large group discussion.
2. How well students participate in small group work and discussion.
3. How well students stay focused on the topic.
4. How well students listen to others.

Use the class or group discussion rubric below as an assessment tool—for self-assessment, peer review, or group assessment (e.g., fish bowl technique).

Sample Responses (Student)

- *I like Sarah's idea that the mouse ended up being essential to the lion's success. In the book I just read it was the little brother who solved the problem of the missing dog.*
- *Bryan, what do you think is the best thing about being a part of a group?*
- *I disagree. What I think is the best thing about being a part of a group is working with your friends.*
- *Are you saying that working with your friends is more important than learning from others in your group?*

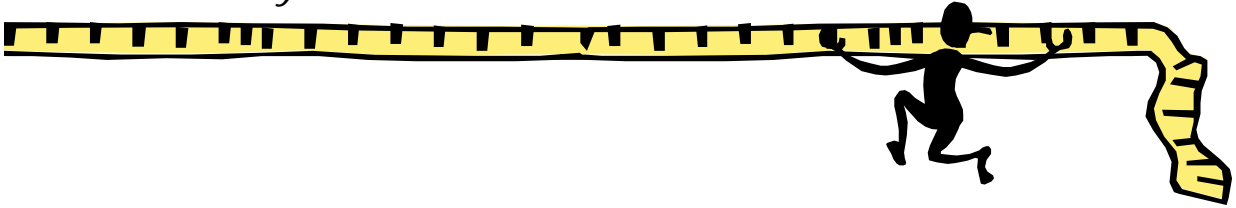
As you continue to teach different aspects of classroom and group discussion, use the rubric below to construct T-charts that will help students understand what certain targeted behaviors “look like” and “sound like.” For example, if you are focusing on the use of encouragement in classroom discussion, the entire class could complete a T-chart prior to an important discussion.



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Encouragement

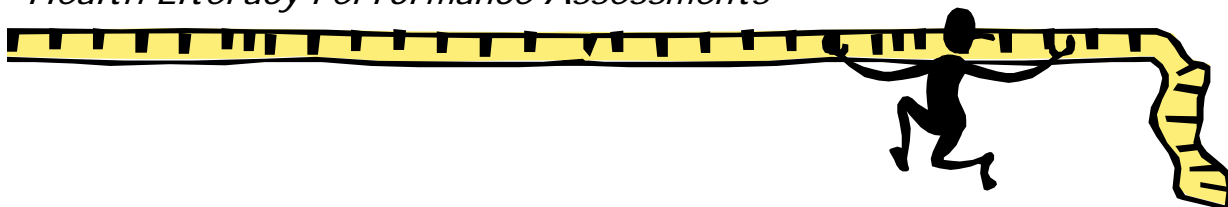
What does it look like?	What does it sound like?
<ul style="list-style-type: none">• Looking at the person who is talking• Nodding your head• Using a thumbs-up" or "high-five" sign• Applauding appropriately• Asks clarifying and open-ended questions	<ul style="list-style-type: none">• "I like that idea."• "Tell me more."• "What do you think?"• "That makes sense to me."• "We really want your opinion."



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Health Literacy Performance Assessments



Classroom or Group Discussion Rubric

Directions: I identify the point value that best describes participant or group performance

Dimension 1: Contributing to discussion

1	2	3	4
Needs help finding ways to contribute	Contributes a few ideas	Contributes, shares some ideas, asks yes-no questions	Contributes, shares ideas, asks open-ended questions
Needs help showing respect and encouragement	Disregards others' attempts to encourage participation	Sometime encourages others	Uses sincere praise, encourages others to participate

Dimension 2: Focusing on topic

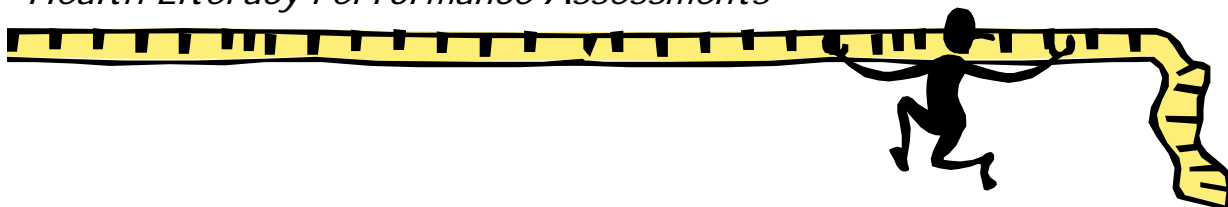
1	2	3	4
Needs help focusing comments on the topic	Some comments relate to the topic	Comments usually relate to the topic	Comments always focus on the topic
Needs help with group discussion process, e.g., supporting discussion	Some comments support discussion	Listens but rarely challenges or questions others' thinking	Actively listens, challenges others' thinking when appropriate



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Dimension 3: Listening behaviors

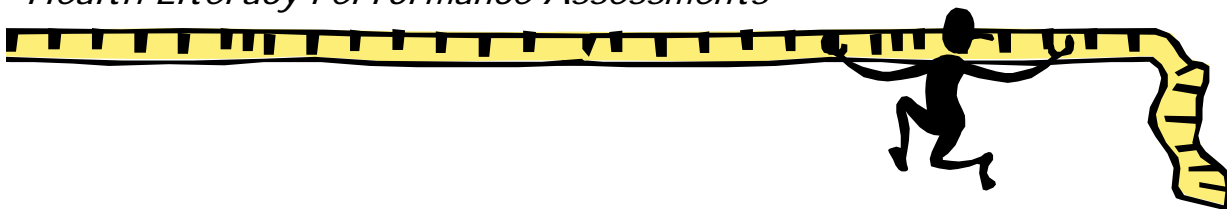
1	2	3	4
Needs help with listening behaviors, what listening looks like and sounds like (e.g., eye contact, does not look at speaker; body language and facial expressions)	Maintains some eye contact, but may laugh when speaker is talking seriously, does not smile or laugh when speaker uses humor	Maintains eye contact; responds with smiles, nods, frowns at appropriate places; actively involved; may make side comments to others	"Tunes in" to the speaker; body and facial expressions relaxed; maintains eye contact; attends seriously; does not disturb speaker or other group members
Needs help asking good questions	Asks questions, but rarely asks clarifying questions	Asks some clarifying questions	Asks clarifying questions and paraphrases
Needs help practicing patience	Wants to quickly resolve issues and move on	Allows others some time to think and respond	Allows others sufficient time to think and respond



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect for Diversity:
"Hidden Treasures"**

Educational Level: Middle School

Student Instructions

The term, diversity is frequently used in school, in the news, and on television shows. After hearing your teacher's introduction to this activity on the meaning of 'diversity,' answer the following question, "What do you think 'diversity' means?" Write a sentence correctly using the term. Be prepared to discuss your definition of diversity in class.

The Hidden Treasures activity focuses on exploring the many differences in people. Consider the following questions: "What are some differences you value?" "What differences do you think are valued in society?"

After forming teams of five, each team will hunt for "hidden treasures." Several treasure chests have been hidden in the classroom (gym, auditorium, or school). When you locate a treasure chest, remove your team's envelope and open it. As a group, discuss the reasons why this quality is valued. Then record your ideas on your Team Mate's Log before continuing the hunt. When all the treasures have been found, return to large group for a follow-up discussion.

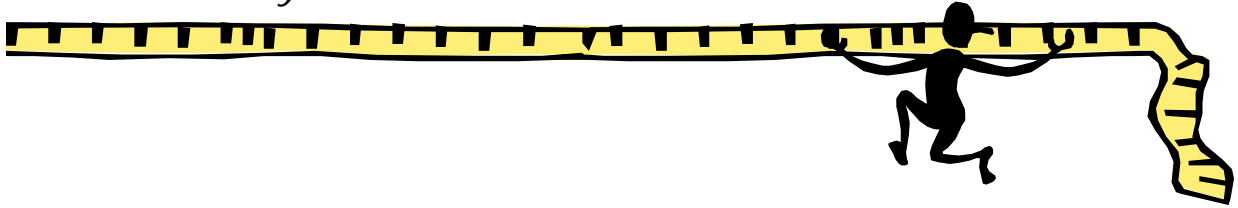
Using art materials and the sketch of the treasure chest your teacher provided (or drawn by you), create your own treasure chest that holds what you value. Decorate the inside of the treasure chest with drawings, writings, and/or pictures that



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represent your unique qualities and reflect how you differ from others on the treasures found during the hunt.

The teacher will provide you a list of your classmates. Beside each name write a positive character quality that you have observed and appreciate or treasure in this individual. You will later receive a compiled list of what your classmates see as your individual treasures.

The final Hidden Treasures activity is an assessment of your awareness, acceptance, and appreciation of diversity. Each of you will randomly draw a classmate's name. Using a computer, generate a thank you card to that person.

Assessment Criteria

Your thank you card will be scored using the rubric on the following:

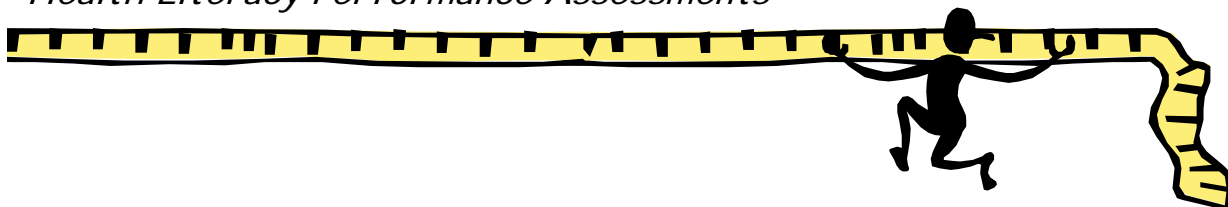
1. How well you demonstrate sincerity in your compliments.
2. How clearly you express your ideas and connect them to diversity.
3. How well you demonstrate information and technology literacy.
4. How well you demonstrate effort.



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Thank You Card Rubric

Directions: Circle the indicator point value that best describes the student's performance.

Sincerity in expressing compliments

1	2	3	4
Needs help creating a sincere message	Message communicates sincerity	Effective message; text or artwork show understanding ways to convey sincerity	Effective message; artwork and text show understanding of ways to convey sincerity, what it "looks like" and "sounds like"

Expressing ideas and making connections to diversity

1	2	3	4
Needs help understanding basic concepts	Grasps basic concepts	Shows understanding of basic concepts	Shows deep understanding of basic concepts

Demonstrating information and technology literacy (constructing a card)

1	2	3	4
Needs help with text and graphics	Text and graphics convey message	Text and graphics clearly convey message	Text and graphics are unique and clearly convey message

Demonstrating effort

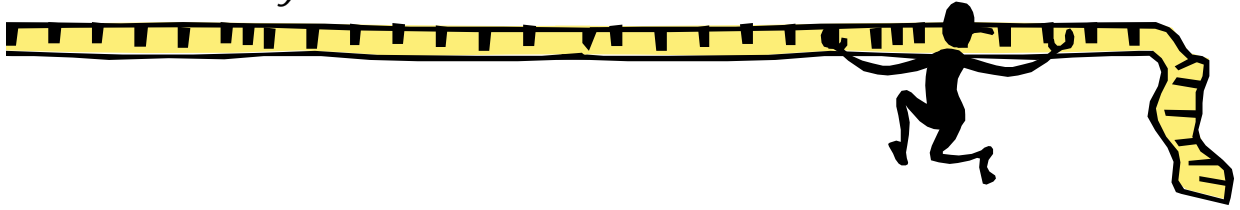
1	2	3	4
Needs help with neatness and grammar, spelling, or punctuation errors	Presentable, but contains some errors in grammar, spelling, or punctuation	Neat and contains few errors in grammar, spelling, or punctuation	Neat and contains no errors in grammar, spelling, or punctuation



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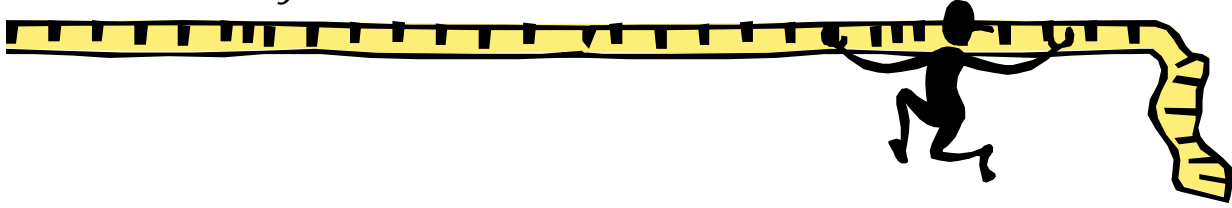
Health Literacy Performance Assessments



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect for Diversity:
"Hidden Treasures"**

Educational Level: Middle School

Teacher Information

Curriculum Connections

Multi-discipline thematic, English/Language Arts, Family and Consumer Education and FCCLA peer education programs, Guidance, Art, Health, Information and Technology Literacy, Social Studies

Overview

This assessment looks at issues of awareness, acceptance, and appreciation of diversity. It is intended to be a follow-up to classroom discussion about respect, tolerance, and the ethical consequences of actions; for example, the ways personal actions affect each other.

Requirements

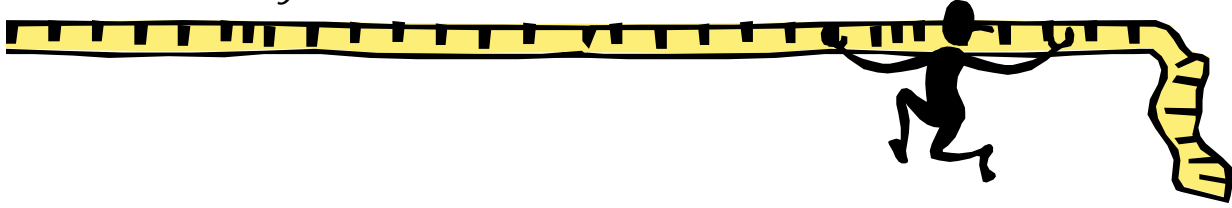
Students take turns reading aloud or listen as the teacher reads the book, *People*, by Peter Spier. In a large group discussion, students generate a list of differences that people in our society value. In small group teams, students participate in a treasure hunt. Individually, they create a treasure chest art project. Students and teacher compile a list of appreciated character qualities for each student. Students read aloud or listen to the book, *The Story of Ferdinand*, by Munro Leaf. As follow-up, they discuss the book and create a sample class thank you note to Ferdinand. As the final assessment, students prepare a computer generated thank you card to a peer whose name they have drawn.



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Time

The task will take five class periods.

Materials

Books: *People* and *The Story of Ferdinand*. See other suggestions in footnote. Seven treasure chests, 35 envelopes, five sets of paper slips with values printed on them, five clipboards, paper and pencil, construction paper, markers or colored pencils, computers. (optional: candies, Hershey Treasures)

Instruction

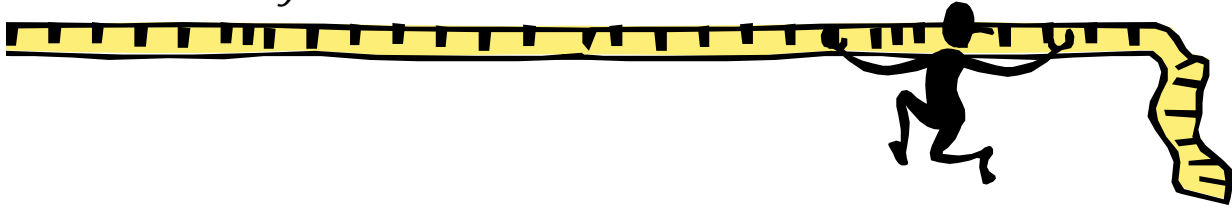
1. Have students read aloud or read *People* and have students brainstorm differences in people. Also, brainstorm qualities that are valued in society. Some examples include ethnicity, beliefs, family and friends, abilities, character traits, health, and others.
2. Prepare seven treasure chests (one for each quality). Place an envelope with a valued quality for each team inside each chest. Hide the chests throughout your classroom, the gym, auditorium, or the school, if size of school permits the school-wide emphasis. A treasure hunt within the classroom, gym, or auditorium will avoid unnecessary distractions and interruptions. In teams, students:
 - a. search for and find each chest;
 - b. take their team envelope from the chest;
 - c. open the envelope, discuss why a particular character quality is important, and record the ideas discussed. To add some fun, you might want to provide a team log, the "Mates Log," for recording ideas discussed from each treasure chest.



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When all chests have been found, the teams will then reconvene in large group for a follow-up discussion.

3. Engage students in creating their own treasure chest art project based on the qualities they discovered on the treasure hunt. Provide an outline of a treasure chest or ask students to make their own sketch. Students decorate the inside of the treasure chest with drawings, writings, and/or pictures of their unique qualities that show how they differ from one another.
4. Using a class list, together the students and teacher record a quality appreciated about each classmate. The teacher prepares an individual list for each student. *Variation:* technology savvy students might compile an edited list of comments. When the lists are completed, attach piece of candy, Hershey Treasure, to each student's list and present them to each child. Provide an opportunity for students to share their reactions to these compliments.

Variation: Rather than this single activity, you might have smaller groups work together the entire year doing extensive projects related to character development with this project as the culminating experience. Students will feel more comfortable making comments and reacting in smaller groups.

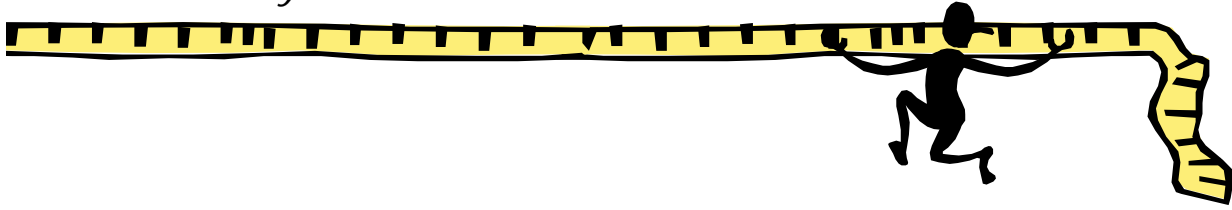
5. Define appreciation and different ways appreciation can be shown. Have students read aloud or read *The Story of Ferdinand* to the class. Discuss Ferdinand's qualities that could be appreciated. Create a class thank you note to Ferdinand thanking him for his qualities that made him different from others. Provide a way for each class member to draw a name of a classmate. On a computer, students create a thank you card to the peer whose name was drawn.



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Assessment Criteria

Using the rubric, the thank you cards will be scored on the following:

1. How well students demonstrate sincerity in their compliments.
2. How clear students express ideas and connect them to diversity.
3. How well students demonstrate information and technology literacy.
4. How well students demonstrate effort; e.g., time spent creating the card.

Sample Responses (Student)

- ☐ *I want to thank you for always being willing to help me with my math. You are a kind person.*
- ☐ *I want to thank you for understanding my feelings about my parent's divorce. You are very compassionate.*
- ☐ *I want to thank you for sharing your pow wow music. It helped me understand more about your culture.*
- ☐ *I want to thank you for the way you encourage me during class discussion.*

Use the thank you card rubric as an assessment tool.

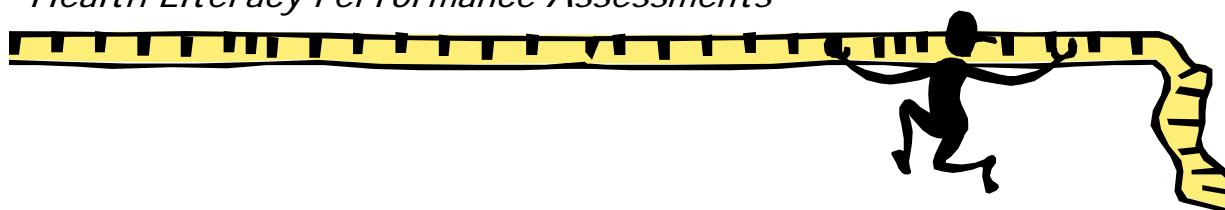
As you continue to teach about ways to show appreciation for different character qualities, use the rubric below to construct T-charts that will help students understand what certain targeted behaviors, such as expressing sincerity, appreciating diversity, or showing encouragement, "look like" and "sound like." For example, if you are focusing use of encouragement in classroom discussion, the class could complete a T-chart prior to an important discussion.



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Encouragement

What does it look like?	What does it sound like?
<ul style="list-style-type: none">• Looking at the person who is talking• Nodding your head• Using a thumbs-up" or "high-five" sign• Applauding appropriately• Asks clarifying and open-ended questions	<ul style="list-style-type: none">• "I like that idea."• "Tell me more."• "What do you think?"• "That makes sense to me."• "We really want your opinion."



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Thank You Card Rubric

Directions: Circle the indicator point value that best describes the student's performance.

Sincerity in expressing compliments

1	2	3	4
Needs help creating a sincere message	Message communicates sincerity	Effective message; text or artwork show understanding ways to convey sincerity	Effective message; artwork and text show understanding of ways to convey sincerity, what it "looks like" and "sounds like"

Expressing ideas and making connections to diversity

1	2	3	4
Needs help understanding basic concepts	Grasps basic concepts	Shows understanding of basic concepts	Shows deep understanding of basic concepts

Demonstrating information and technology literacy (constructing a card)

1	2	3	4
Needs help creating the text and graphics	Text and graphics convey message	Text and graphics clearly convey message	Text and graphics are unique and clearly convey message

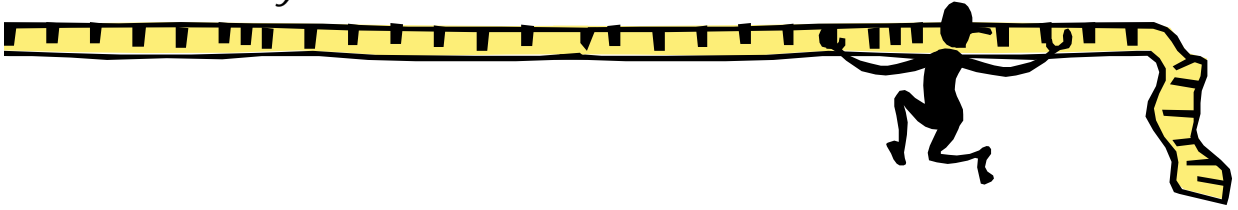
Demonstrating effort

1	2	3	4
Needs help with neatness and grammar, spelling, or punctuation errors	Presentable, contains some errors in grammar, spelling, or punctuation	Neat and contains few errors in grammar, spelling, or punctuation	Neat and contains no errors in grammar, spelling, or punctuation



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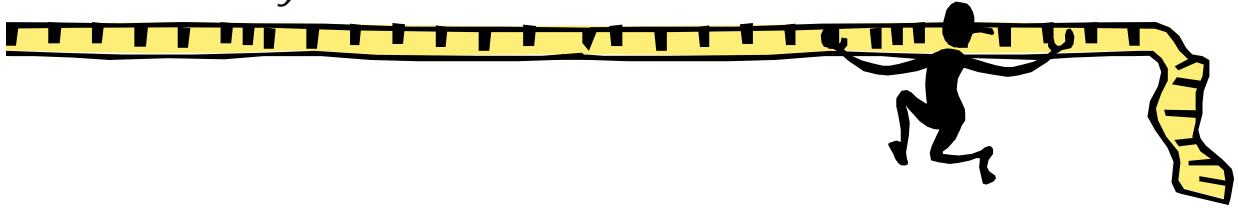
High School



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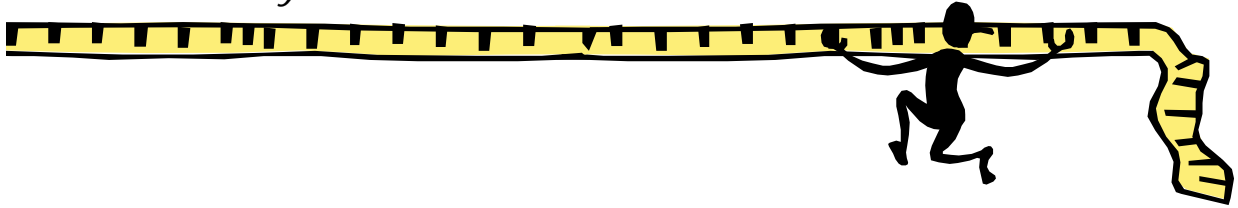
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Health Literacy Performance Assessments



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"End-of-life: The Choices We Have"**

Educational Level: **High School**

Student Instructions

Instruction

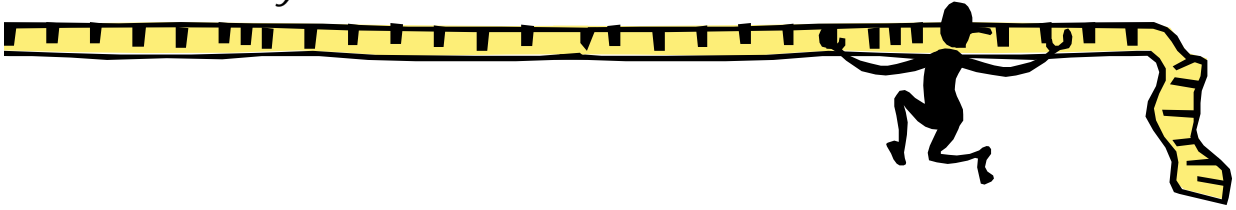
1. Share with your teachers any concerns that you or your parents may have about discussing end-of-life decisions in class, particularly if you are dealing with the death of a friend or family member.
2. Complete the survey "Personal Death Concerns."
3. Review terms in the "Glossary."
4. Watch scenarios from the video, *Facing Death*. Anonymously write down discussion questions as you are viewing the scenarios.
5. Share questions with the teacher. Participate in a discussion regarding end-of-life issues. Remember to participate in a respectful manner, being mindful that there are a variety of viewpoints related to this issue.
6. Put yourselves in Angela's, Andrew's, and Kevin's places. These are the students facing end-of-life issues in the video scenarios. Write a letter to your parents advising them about what you want and what you want from them. Explain the reasons for your advice.



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7. Complete the follow-up survey as feedback for your teacher on your attitudes about discussing end-of-life questions.

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand the end-of-life issues and terms.
2. How well you acknowledge your responsibility in discussing end-of-life issues with family.
3. How well you participate respectfully and effectively in class discussion.

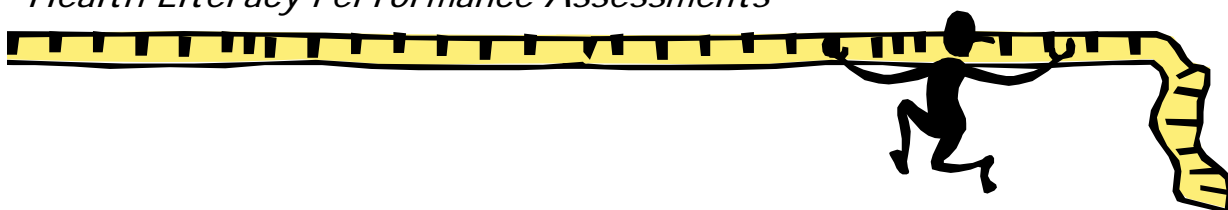
See case study rubric.



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Generic Rubric for Case Studies

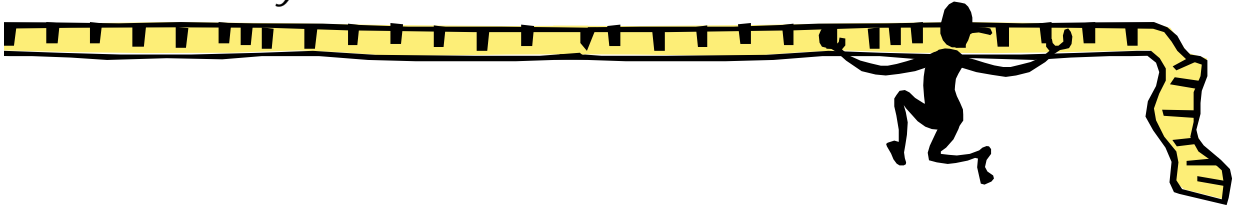
	3 Exemplary	2 Satisfactory	1 Unsatisfactory	Score
Ability to defend an argument	Clearly supports decision with reasons to support position	Supports decision with a vague response	Argument provides little or no support	
Quality of response	Able to develop initial response, able to convey message clearly, consequences are considered, demonstrated preparation for discussion	Does not sufficiently develop response, message unclear, some consequences not considered, demonstrated limited preparation for discussion	Limited or no development of response, message unclear, consequences not considered, no evidence of preparation for discussion	
Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others' ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
Personal reflection	Explains the impact observations have on one's own attitude and actions, supports ideas with several specific examples, expresses ideas clearly	Response summarizes class discussion but lacks personal application, ideas supported with limited examples, ideas vaguely expressed	Response unrelated to class discussion and lacks examples to support	
Total Score				



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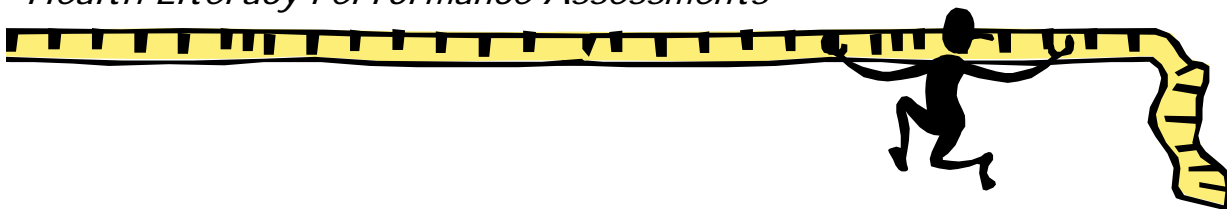
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"End-of-life: The Choices We
Have"**

Educational Level: High School

Teacher Information

Curriculum Connections

Family and Consumer Education - Family Relations, Health, Developmental Guidance, Psychology, Social Studies, Health Occupations

Overview

According to Advocates for Palliative and Compassionate Care in Southwestern Wisconsin, the creators of the video-based scenarios and accompanying resource packet, *Facing Death, the Choices We Have*, many teens know someone, even a classmate who has been seriously injured in an accident or suffers from a life threatening illness. Young people think and care about such difficult issues. They need information and guidance in drawing conclusions about this issue. Thought and conversation about the end-of-life issues are essential BEFORE a time of crisis. This performance task will stimulate discussion about end-of-life issues and encourage teens to take responsibility for talking to families about their thoughts about death and serious illness before it enters their lives.



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Requirements

Students will complete a survey regarding personal death concerns and then watch one to three scenarios on death and dying issues featured in the video, *Facing Death: The Choices We Have*. The video features the stories of three teens facing death, two due to accidents and one due to cancer. Students will participate in a discussion about what the parents should do. Students will then place themselves in one of the student's situations illustrated in the video and write a letter to their parents advising them about what they want to happen. Students will also be asked to give reasons for their advice.

Time

Depending on how many scenarios are viewed, one to two class periods. The video runs 30 minutes, with about 10 minutes devoted to each case situation or scenario.

Materials

The video and discussion guide are available from Upland Hills Hospice, 800 Compassion Way, Dodgeville, WI, 53533-0800, 608/930-7220. Copies of the glossary and surveys will be needed for individual students.

Instruction

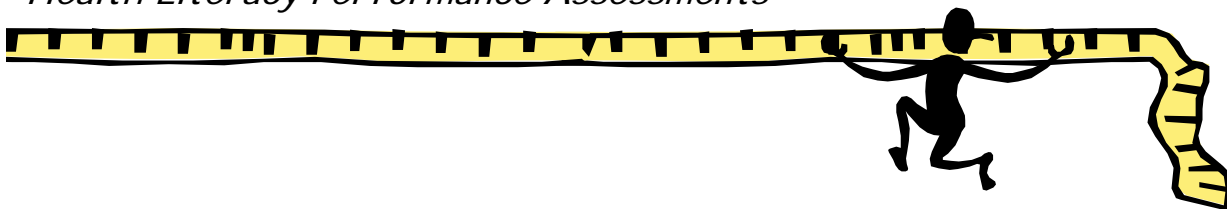
1. In advance, send information to parents about the topic to be discussed. Be aware of students who may be dealing with end-of-life issues within their family or friendship groups.
2. Provide background information on adolescent mortality to establish set for the task.
3. Provide students with copies of "Personal Death Concerns" and ask them to complete the survey.



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4. Make students aware of referral of personal issues to a counselor.
5. Review terms in the "Glossary."
6. Show 1-3 scenarios from the video, *Facing Death*. Ask students to anonymously write down discussion questions as they are viewing the scenarios.
7. Collect questions and lead students in a discussion regarding end-of-life issues. Emphasize the importance of participating in the discussion in a respectful manner, recognizing that there are a variety of points of view.
8. Ask students to put themselves in Angela's, Andrew's or Kevin's places. These are the students facing end-of-life issues in the video scenarios. Instruct students to write a letter to their parents advising them about what to do. Students should explain the reasons for their advice.
9. Ask students to complete the follow-up survey as feedback on their attitude toward the activity and/or discussing end-of-life questions.

Assessment Criteria

Answers will be scored on the following:

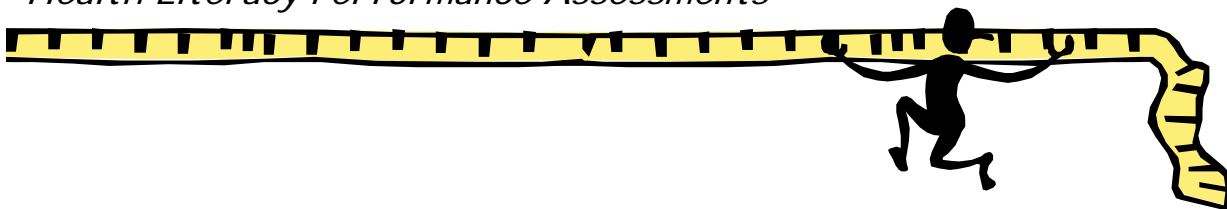
1. How well students show that they understand the end-of-life issues and terms.
2. How well students acknowledge their responsibility in discussing end-of-life issues with family.
3. How well students participate respectfully and effectively in class discussion. Use the General Rubric for Case Studies as a tool.



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Sample Response

Dear Mom and Dad,

I'm tired, really tired. This cancer is winning and I am ready to give up the fight. I have lived a good life thanks to you and all you have given me. I am not afraid to die. The doctors have tried all ways possible to help me beat this cancer, but they admit that there is not anything more they can do that they are not already doing.

I know you feel that if you agree to stop aggressive treatment that you are giving up and that you are somehow not being responsible as a parent and that you are letting me die. You didn't cause the cancer and you can't stop it. I am so grateful that you have been here for me for all of my treatments, but it is time to let go.

I am so angry at the cancer, it has taken away my ability to do many of the things I enjoy. I used to love dance team, but I just don't have the energy to practice or move they way I did. I am tired of the treatments and the pain. Most of all I hate being dependent on others, just when I was reaching a time of becoming more independent. This illness is costing you more and more every day I stay in the hospital and receive aggressive treatments.

Please respect my wishes and let me die. I want to go home and sleep in my own bed and be by everything and everyone that I treasure. I know I am only 16 and that it is your legal call. If I were 2 years older, I would be making that call for myself, and I would choose to go home. Please let me come home.

Love,

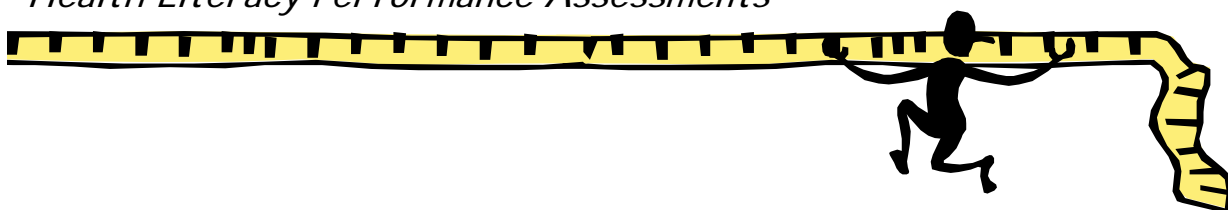
Angela



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Generic Rubric for Case Studies

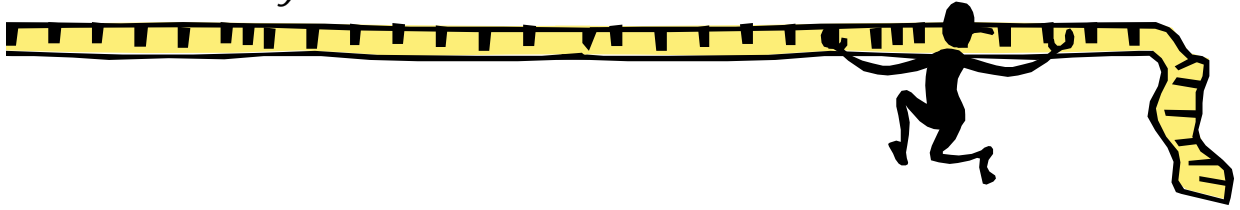
	3 Exemplary	2 Satisfactory	1 Unsatisfactory	Score
Ability to defend an argument	Clearly supports decision with reasons to support position	Supports decision with a vague response	Argument provides little or no support	
Quality of response	Able to develop initial response, able to convey message clearly, consequences are considered, demonstrated preparation for discussion	Does not sufficiently develop response, message unclear, some consequences not considered, demonstrated limited preparation for discussion	Limited or no development of response, message unclear, consequences not considered, no evidence of preparation for discussion	
Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
Personal reflection	Explains the impact observations have on one's own attitude and actions, supports ideas with several specific examples, expresses ideas clearly	Response summarizes class discussion but lacks personal application, ideas supported with limited examples, ideas vaguely expressed	Response unrelated to class discussion and lacks examples to support	
Total Score				



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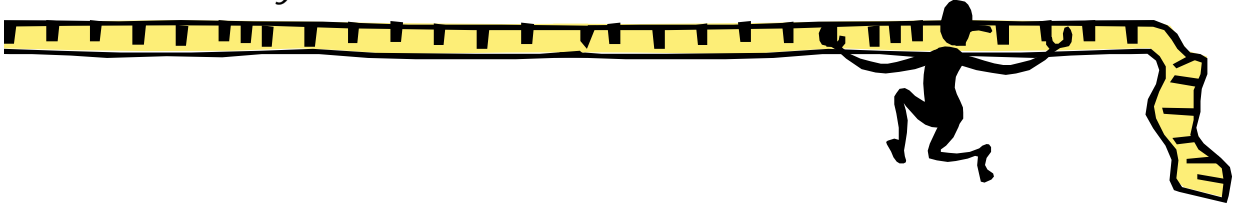
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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"Give Until It Hurts?!"**

Educational Level: **High School**

Student Instructions

Instruction

1. You will be presented with the dramatization of a case study.
2. You will then be asked to participate in a large group discussion based upon what you have seen and heard.
3. With a partner, you will create a brochure for a charitable organization focusing on how donations are used to meet the needs of others.

Assessment Criteria

Answers will be scored on the following:

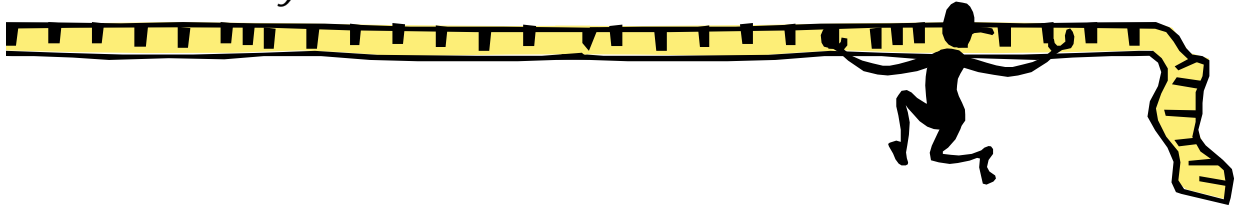
1. How well you participate effectively in discussion.
2. How well you cooperate with a partner to create brochure.
3. How well the brochure meets the criteria established on the rubric. See brochure rubric.



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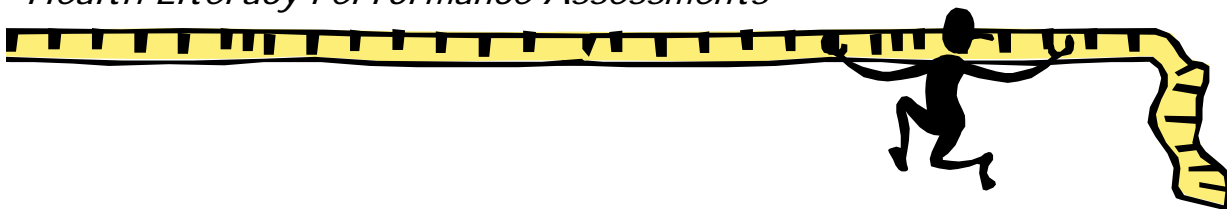
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SCENE ONE—Today in the apartment

DAWN/DON: (Writes a check for \$50 and seals in an envelope addressed to UNICEF)

LINDA/LARRY: (Looks at mailing from UNICEF and crumples and throws in the trash)

SCENE TWO—The next day at a cafeteria

DAWN/DON: I feel really good about myself. I sent in my annual donation to UNICEF yesterday. According to their estimates, I saved dozens of lives. I couldn't help noticing that you threw the letter from UNICEF away. Don't you realize how serious a problem famine is in developing countries? I read the other day that there are approximately 1 billion people in the world suffering from malnutrition. That's one-sixth of the world's entire population. Every two days, 80,000 infants die of malnutrition or related disease. That's as many infants as people who died from the bomb dropped on Hiroshima.

LINDA/LARRY: I'm all for feeding people when it is possible, but I'm skeptical about giving my money to relief agencies because they spend it all on these big huge salaries of their executives. And even if they didn't, I wonder whether there is anything I could do that would actually help to feed strangers halfway across the globe. Their problem isn't that they don't have enough food, it's that they are overpopulated.

(Just then, AARON/ERIN, a friend of DAWN/DON and LINDA/LARRY, joins them at their table having overheard LINDA/LARRY's comments.)

AARON/ERIN: I agree with you, Linda/Larry. It seems to me that we do have a moral duty to help others. But what if there is no good way to actually fulfill that duty? And how far does the duty extend? Should we give to relief agencies until we are impoverished? If we do so, then we will be contributing to the problem, because we ourselves will need someone else's assistance.



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DAWN/DON: Right, but, it's possible to overstate the difficulty. Certainly each of us is capable of doing something that will help to alleviate malnourishment in developing countries. Many of the aid agencies have very impressive track records of forwarding the funds to places where it can help. And the mere fact that we could impoverish ourselves if we gave too much is no excuse for not giving anything. I was thinking about this last night, and I came up with the following argument. If we give something, we will save some people. If we give nothing, some people will die. Now what's the difference between murdering someone by shooting them, and murdering someone by failing to send money to a relief agency that will give them bread when bread is all they need? From their perspective, they die either way, and in some ways, a slow death due to disease and starvation is worse than a quick death due to being shot.

(Meanwhile, JOHN/JOAN, another friend of DAWN/DON, has been seated at a table right next to the others.)

JOHN/JOAN: I couldn't help overhearing your conversation. I agree with you Dawn/Don. Anybody who knows that they can prevent something truly tragic from happening, at little or no cost to themselves, and who chooses not to, is a pretty terrible person. In my ethics class, the teacher asked us to consider the following hypothetical case. I imagine that you are strolling along a path and come across a small child who is drowning in a pond. You could wade in and save the child, but you don't because that would ruin your new suit. So the child drowns. Such a person is clearly selfish and terrible. And I don't see any big difference between that and letting people starve to death when it would be easy to help them.

DAWN/DON: Well, I'm not sure I would go that far. A lot of people don't realize how easy it is to help, and they might not give because they have to take care of their family. That's not selfish. But I do think that people should give more money to charity than they do.

AARON/ERIN: Dawn/Don, how much do you give?

DAWN/DON: Fifty dollars every year.

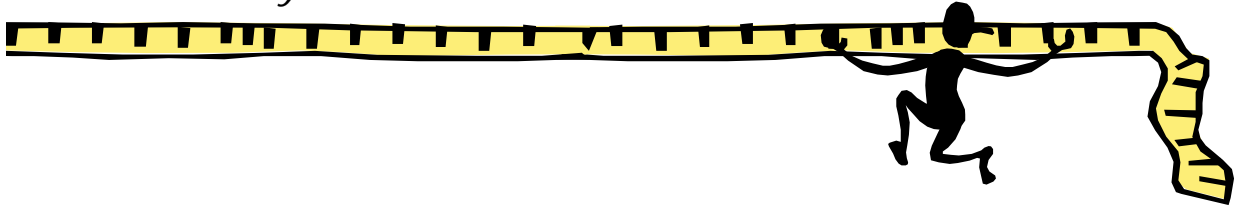
LINDA/LARRY: That's it? I saw you spend \$35 on dinner out the other night. You could easily give a lot more. Sure, you would have to give up eating out so much, but what's more important, you're eating out or someone's avoiding starvation?



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DAWN/DON: Hey! That's not fair. It's my money. I worked hard for it, and it's not like I live an extravagant lifestyle. Moreover, I give more money than a lot of people. If everybody were to give as much as I do, all of the problems due to famine would be solved.

JOHN/JOAN: Sure, if everybody were to give that much, the problems would go away, but you know as well as I do that everybody's not going to give that much. So I don't see how that's relevant.

LINDA/LARRY: I've got to get going.

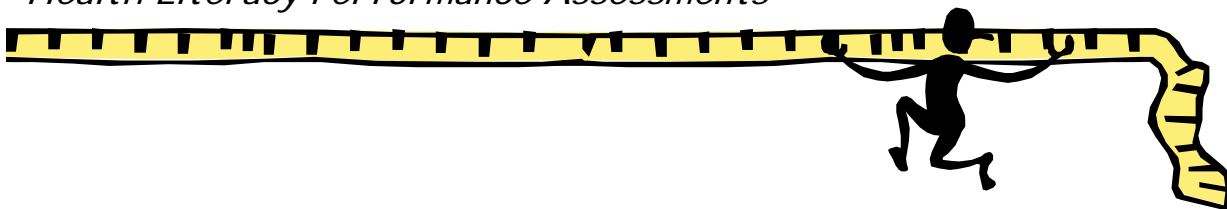
ALL OTHERS: (Agree that they have to leave as well.)



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Discussion questions

1. Do you think Dawn/Don is right to assume that each of us has the opportunity to do something about the situation? Explain your answer.
2. If Dawn/Don is correct in the factual assumption that giving money to aid charities can substantially benefit those in famine-stricken countries, is our inaction really the moral equivalent of murder? If not, why not?
3. If Dawn/Don's factual assumption is correct, is our inaction the moral equivalent to letting the small child drown? If not, why not?
4. In addition to a moral obligation not to kill people, the case of the small child in the pond seems to show that we have an independent moral obligation to help people in need. Do we have a general duty to help all people, including total strangers in distant lands? What might be the limits of a duty to help? According to some philosophers, there are no limits; we should continue to benefit others until further efforts would burden us as much as they would help the others. Do you find this plausible?
5. How would you determine how much money a person is obligated to give to charity? How would you determine how much money one well-to-do country is obligated to give to other countries in need? What are the relevant factors?
6. How can we determine whether a charity is legitimate? What administrative costs seem reasonable?
7. What, if any, alternatives are there to giving money to charities?

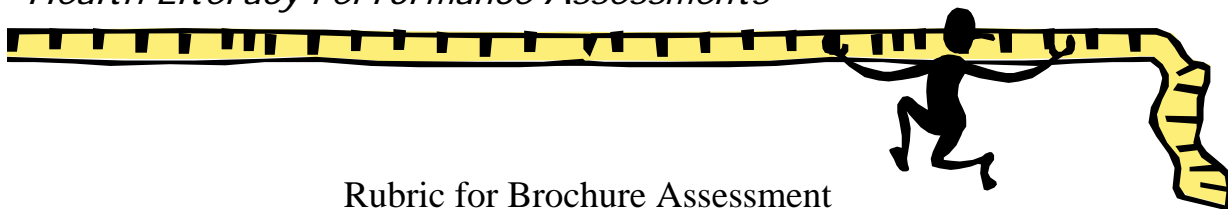
Original case study by Gary Comstock (Iowa State University), modified with permission by Robert Streiffer (University of Wisconsin-Madison), script formatted by Susan Turgeson (Menomonie High School). Many of the viewpoints come from Peter Singer's seminal article, "Famine, Affluence, and Morality."



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Rubric for Brochure Assessment

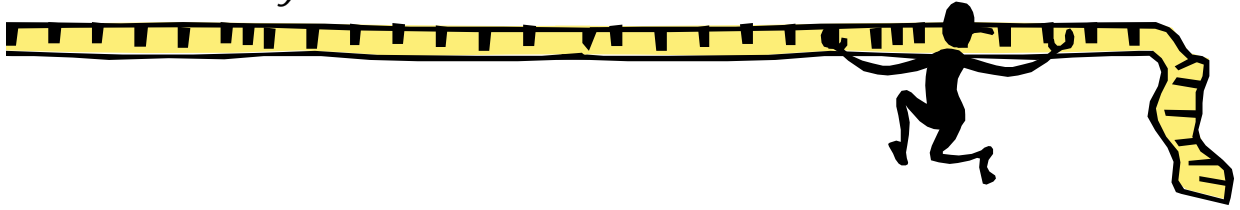
	3 Exemplary	2 Satisfactory	1 Unsatisfactory			Score
Theme	The theme is clear and evident throughout the brochure	The theme is clear in parts of the brochure	The brochure lacks a clear theme		X 1=	
Organization	Components support the main theme, there is a logical order with effective transitions, ideas are clear, details support and enhance main ideas	Components support the main theme, sections have main ideas, details presented support main ideas	Components do not support the main theme, main ideas are absent or unclear, details are not relevant to main ideas		X 1=	
Communication	Brochure is both understandable and interesting, effectively communicates all necessary information to the intended audience	Brochure is generally understandable, communicates message to the intended audience	Brochure is not understandable or interesting to the intended audience		X 2=	
Understanding of Concepts	Student clearly understands the concepts of the assignment	Student appears to understand some of the concepts of the assignment	Student seems not to understand the basic concepts of the assignment		X 2=	
References	Students has cited sources using the correct format	Student has cited sources	Students has not cited sources		X 1=	
Graphics: pictures, drawings, diagrams, graphs, etc.	Graphics are skillfully done and add greatly to the clarity and visual impact of the brochure	Graphics are clear and neatly done and add to the overall quality of the brochure	Graphics are missing, sloppily done, or unclear and detract from the overall quality of the brochure		X 1=	
Mechanics: spelling, grammar, punctuation	No major errors and minor errors do not interfere with the message of the brochure	A few major errors and other errors do not interfere significantly with the message	Errors are numerous and makes the brochure difficult to understand		X 1=	
Neatness	Brochure is especially neat and attractive	Brochure is generally neat, legible, and clear	Brochure is sloppy, unclear, or illegible		X 1=	
Total Possible 30 Points						/30



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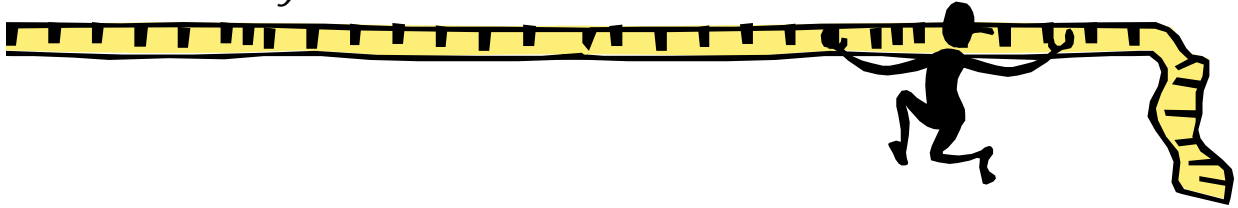
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Core Values: Respect and
Responsibility: "Give Until It
Hurts?!"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Health, English/Language Arts, Social Studies, Information and Technology Literacy

Overview

With fast food, vending machines, and junk food choices surrounding teens, it may be difficult for them to consider their responsibility to those in the world who do not have enough to eat. This performance task will help students consider the impact of choosing to give to those in need.

Requirements

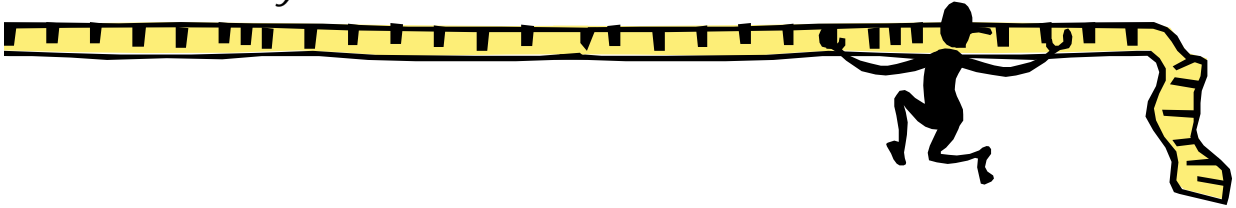
In this performance assessment, students will observe a dramatization of a case study. Large group discussion will follow. Students will then work with a partner to create a brochure for a charitable organization that focuses on the way(s) donations are used to meet the others' needs.



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Time

Three 45-minute class periods are needed to complete this performance assessment. One for the presentation of the case study and class discussion and two for creation of brochure.

Materials

Copy of case study script for each performer. Access information about local, state, national, and international charitable organizations. Arrange for availability of computers with a publishing program

Instruction

1. Select four students to read the parts in the script. Provide each student with a copy of the script.
2. Present the dramatization of the case study to the class.
3. Follow up with a large group discussion, using the questions provided as a guide.
4. Have students select a partner or assign partners for the creation of a brochure for a charitable organization such as a local food pantry or the American Red Cross.

Assessment Criteria

Answers will be scored on the following:

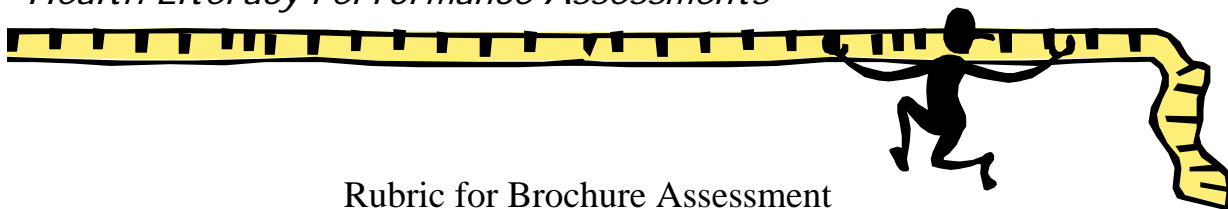
1. How well the student participates effectively in discussion.
2. How well the student cooperates with partner to create brochure.
3. How well the brochure meets the criteria established. Use the brochure rubric.



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Rubric for Brochure Assessment

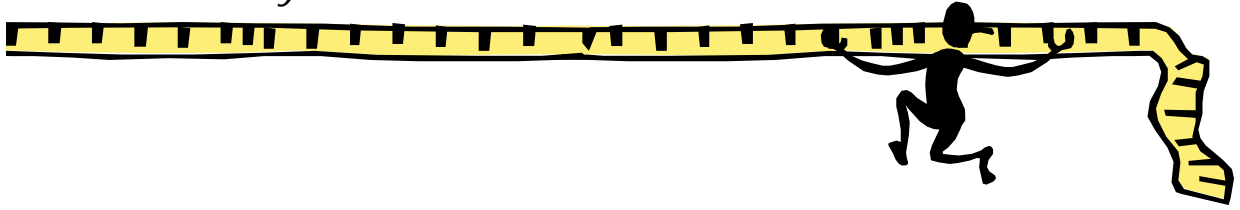
	3 Exemplary	2 Satisfactory	1 Unsatisfactory		Score
Theme	The theme is clear and evident throughout the brochure	The theme is clear in parts of the brochure	The brochure lacks a clear theme	X 1=	
Organization	Components support the main theme, there is a logical order with effective transitions, ideas are clear, details support and enhance main ideas	Components support the main theme, sections have main ideas, details presented support main ideas	Components do not support the main theme, main ideas are absent or unclear, details are not relevant to main ideas	X 1=	
Communication	Brochure is both understandable and interesting, effectively communicates all necessary information to the intended audience	Brochure is generally understandable, communicates message to the intended audience	Brochure is not understandable or interesting to the intended audience	X 2=	
Understanding of Concepts	Student clearly understands the concepts of the assignment	Student appears to understand some of the concepts of the assignment	Student seems not to understand the basic concepts of the assignment	X 2=	
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Graphics: pictures, drawings, diagrams, graphs, etc.	Graphics are skillfully done and add greatly to the clarity and visual impact of the brochure	Graphics are clear and neatly done and add to the overall quality of the brochure	Graphics are missing, sloppily done, or unclear and detract from the overall quality of the brochure	X 1=	
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Total Possible 30 Points					/30



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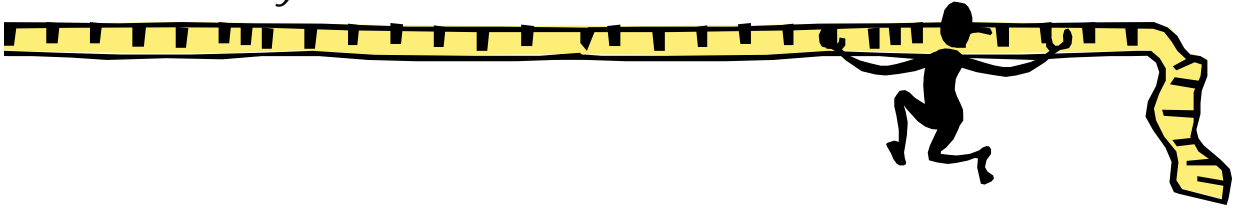
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"It's In Your Hands"**

Educational Level: **High School**

Student Instructions

Instruction

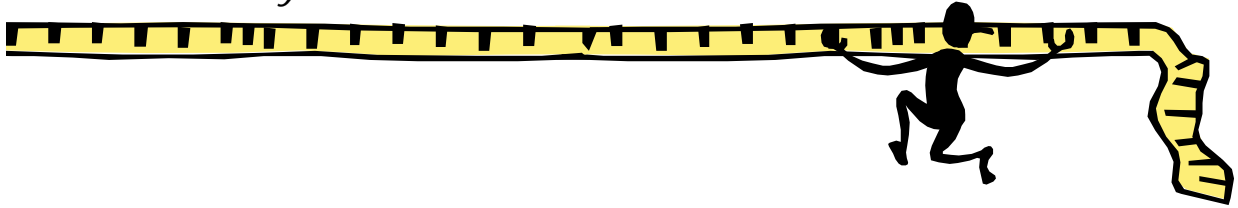
1. You will be acting as one of five members on the Chiron Corporation Executive Board.
2. Your group will select one person to be the recorder of your discussion on the worksheet that is provided.
3. Listen to the case study as presented by your instructor.
4. In your group, you must determine which of the five patients should be selected as the recipient of the drug. Using the worksheet provided, the recorder should keep notes as your group discusses the advantages and disadvantages of each patient.
5. When you have completed your small group discussion, you must rank the patients in order of selection.
6. Next, your group must prepare a media release announcing the recipient you have selected and explaining the selection process.



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7. Your group will select one person to read the completed media release to the class.
8. Large group discussion will follow the reading of all the media releases.

Assessment Criteria

Answers will be scored on the following:

1. How well you are able to defend your argument.
2. How well you are able to develop your response.
3. How well you are able to consider the perspective of others.
4. How well you are able to actively listen to others' ideas, opinions, and feelings.
5. How well you are able to express the impact your observations have on your own attitude and actions. See case study rubric.



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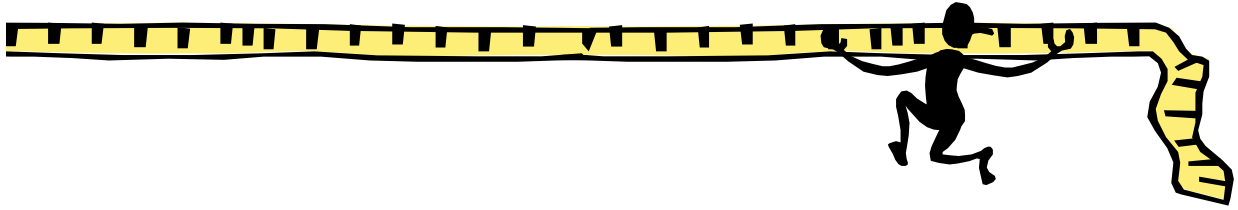
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It's In Your Hands Case Study Worksheet

Group_____

Rank	Age and Life Expectancy	Sex	Payment Method	Family	Occupation	Expected Quality of Life

Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"It's In Your Hands"**

Educational Level: High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Health, English/Language Arts, Social Studies

Overview

The purpose of this performance assessment is to introduce students to ethical dilemmas in the corporate world. Corporations have responsibilities to consumers and stockholders. Sometimes the need to maximize profits can clash with social responsibilities. Why should corporations consider the impact of their decisions on individuals? How can individuals influence corporate decisions?

Requirements

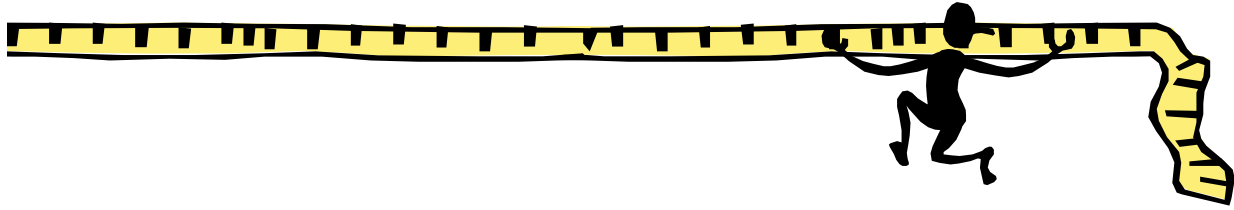
In this performance assessment, students will work in groups of five to determine the selection of a recipient for experimental drug distribution. Students will represent the executive board of the drug manufacturing corporation. From a list of five patients, the students will select a recipient and then, as a group, prepare a statement for the media to announce their decision. The media release will be read orally to the class. Large group discussion of recipient selection will follow.



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Health Literacy Performance Assessments



Time

This performance assessment can be completed in two 45-minute class periods. One class period for selection of recipient and development of media release. One class period to read the media releases and discuss.

Materials

Pen or pencil, copy of case scenario, and recipient selection worksheet for each group.

Instruction

1. Begin by breaking students into groups of five.
2. Each group should select a recorder to keep discussion notes on the worksheet to be provided.
3. Hand out a copy of the case study and a recipient selection worksheet to each group.
4. Read the case study to the class.
5. Allow students time to deliberate recipient selection and take group notes on the worksheet. Have students rank the recipients in selection order. See the teacher notes for assistance.
6. Ask students to prepare a media release announcing the recipient and explaining the selection process.
7. Each group should select a student to read the media release to the class.
8. Groups take turns reading the recipient announcement.

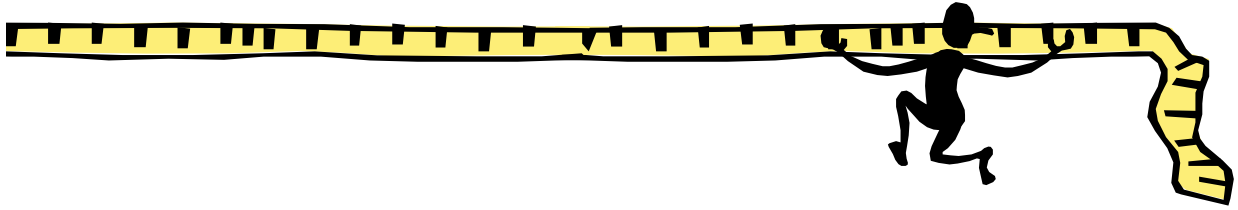
Large group discussion follows the reading of all media releases. (See notes for assistance.)



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Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How well the student is able to defend their argument.
2. How well the student is able to develop their response.
3. How well the student is able to consider the perspective of others.
4. How well the student is able to actively listen to others' ideas, opinions, and feelings.
5. How well the student is able to express the impact their observations have on their own attitude and actions. See case study rubric.

Sample Response

Chiron Corporation is pleased to be able to manufacture a drug known as Betaseron that is able to reduce the pain and suffering of those afflicted with a certain form of multiple sclerosis. Unfortunately, we are unable, at this time, to produce enough Betaseron due to existing production resources to meet the great need.

As the executive board of Chiron Corporation, we have been given the daunting task of selecting a recipient for distribution of the one available dose. Our board has screened five possible recipients. In making our decision, we considered several factors including age, life expectancy, family, occupation, and most importantly, improved quality of life. Improving the lives of those dealing with the severe symptoms of the relapsing-remitting type of multiple sclerosis was the purpose of creating this drug.

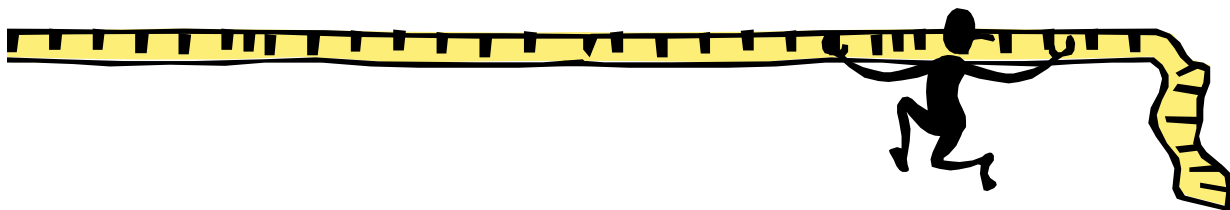
Patient #1, a 20-year-old male, will benefit greatly from this Betaseron treatment. He can look forward to his remaining years being more comfortable and productive. We look forward to continuing our relationship with him as we continue to make progress in this field. Thank you.



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It's In Your Hands Case Study Teacher Notes

Age/Sex/Life Expectancy	Payment Method	Family	Occupation	Expected Quality of Life
Patient 1 20 yr old male Life Expectancy (LE): 73 Remaining Years: 53	Uninsured	Present: Single w/1 child, but doesn't have custody Future: doesn't want more children	Past: Unemployed, high school dropout, recently completed GED Future: Sanitation worker	Very bad -> good
Patient 2 30 yr. old male LE: 83 Remaining: 53	\$350 million cash	Present: Single Future: doesn't want any children	Past: Runs a cocaine cartel Future: same	Bad -> very good
Patient 3 40 yr old female LE: 60 Remaining: 20	HMO, but doesn't cover experimental drugs	Present: Married, w/2 very young children Future: no more children	Past: Elementary school teacher Future: same	Extremely bad -> bad
Patient 4 65 yr old male LE: 85 Remaining: 20	Medicare, and it does cover the drug	Present: Widower, w/2 grown children Future: no more children	Past: Renowned medical researcher; developed Betaseron Future: Retires in a few weeks	Bad -> good
Patient 5 25 yr old female LE: 65 Remaining: 40	Insured, 80/20 coverage	Present: Engaged Future: desires to become a parent	Past: Graduate of Harvard Law Future: Partner in law firm	Good -> very good

A Case for Discussion (from Frederick Schauer): Multiple sclerosis is a neurological disease, generally thought to be autoimmune in origin. In MS, lesions form on the brain and spinal cord and the protective myelin covering of the nerve fibers in the central nervous system is damaged and ultimately destroyed, which disrupts nerve transmission and affects many bodily functions. Onset is typically between the ages of twenty and forty, and it strikes women more frequently than men. The disease can take a number of forms, one of which is known as the relapsing-remitting variety. This variety consists of acute attacks involving quite severe symptoms, often require lengthy hospitalization and sometimes the use of life-support systems, interspersed with remissions in which there are few if any severe symptoms. It is not fatal and it doesn't usually affect life span, but there is no cure, and most forms of treatment for the symptoms (cortisone and related steroid treatment; for example) have been generally ineffective.

In March 1993, a company named Berlex Laboratories, Inc. announced that it completed a three-year clinical trial, of a genetically engineered drug called Interferon Beta-1B. On the basis of the clinical trial, Berlex scientists believed that the drug could reduce the frequency of attack for those suffering from the relapsing-remitting type of multiple sclerosis. Operating under its accelerated approval policy, the FDA approved the drug on July 23, 1993.

Shortly after FDA approval, the Chiron Corporation, licensed by Berlex to manufacture the drug under the brand name Betaseron, was faced with a short-term problem regarding distribution of the drug. Quite simply, demand was approximately four times greater than the amount that could be supplied, given existing production resources. Because the drug is ineffective below a certain dosage, dividing the supply among all those who wished to use the drug would have resulted in giving everyone an ineffective dose. Partly for reasons of public relations, and partly because of its own views about doing the right thing, Chiron decided that it did not wish to maximize profits, but wished only to do the right thing.

You are the executive board of Chiron, and the decision has fallen to you to decide how to distribute the one available dose of Betaseron among the first five patients? Who do you give it to and why?

Instructor Notes

Age

- A presumption that the lower the age, the greater the amount of life left, but this isn't always true.
- Does someone who has already led a good life have less of a claim to the treatment?
- Amount of life left, relevant to usefulness of drug.

Payment method

- Is it unfair to the one who is insured if he doesn't get the treatment?
- Would probably want to know why the uninsured person doesn't have insurance?
- What could Chiron do with all of the cash from patient 2? Is it relevant?

Family

- Does it matter if the person plans to have children in the future?
- Is the relevant question the number of children, or the number of dependents?
- Is it unfair to give precedence to those with children if the reason why the person without children abstained is because of his sense of social responsibility?
- Is it appropriate to include social utility in one's decision?

Employment

- If the fact that one's family depends upon the person with MS is relevant, shouldn't the fact that other people depend upon the person also be relevant?
- Does it matter if one has made past contributions to society? What if one will make future contributions?

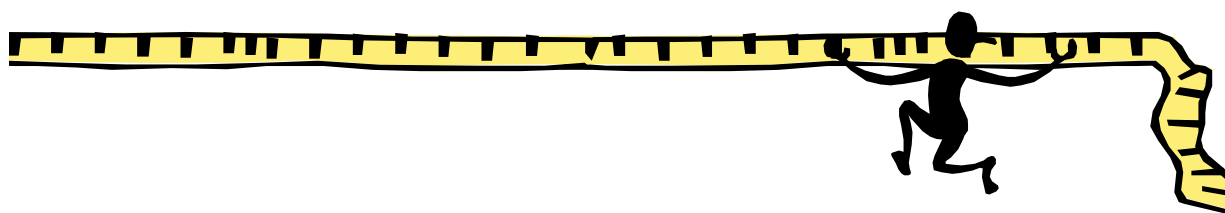
Expected quality of life

- How do we factor both the number of years left and also the quality of life during those years?
- Should we give it straightaway to the person who will benefit the most?
- Should we give it straightaway to the person who is worse off?

Principles

- Equality: treat all people equally (but this would be satisfied if we poured it down the drain or rolled a die)
- Equality: treat like cases alike, but if there are morally relevant differences, those should be taken into account
- First come, first served
- Most deserving (backwards looking)
- Maximize individual medical benefit
- Maximize social medical benefit
- Maximize overall benefit

Health Literacy Performance Assessments



Generic Rubric for Case Studies

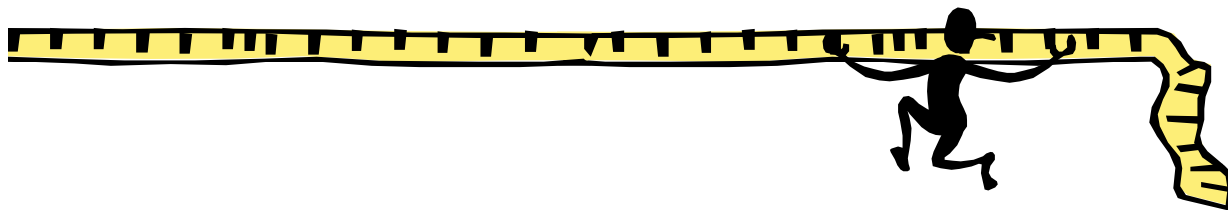
	3 Exemplary	2 Satisfactory	1 Unsatisfactory	Score
Ability to defend an argument	Clearly supports decision with reasons to support position	Supports decision with a vague response	Argument provides little or no support	
Quality of response	Able to develop initial response, able to convey message clearly, consequences are considered, demonstrated preparation for discussion	Does not sufficiently develop response, message unclear, some consequences not considered, demonstrated limited preparation for discussion	Limited or no development of response, message unclear, consequences not considered, no evidence of preparation for discussion	
Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
Personal reflection	Explains the impact observations have on one's own attitude and actions, supports ideas with several specific examples, expresses ideas clearly	Response summarizes class discussion but lacks personal application, ideas supported with limited examples, ideas vaguely expressed	Response unrelated to class discussion and lacks examples to support	
Total Score				



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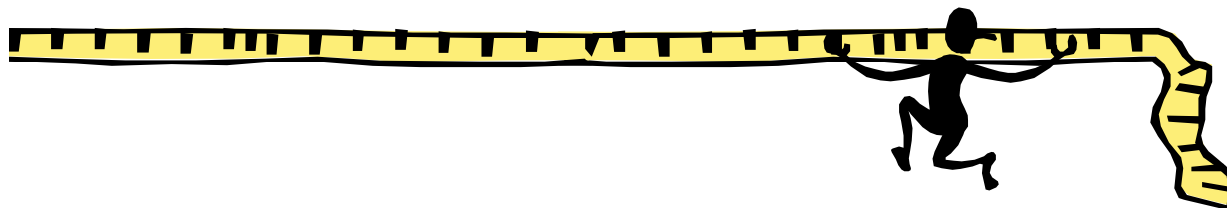
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"Personal Choice or
Public Health Concern?"**

Educational Level: **High School**

Student Instructions

Instruction

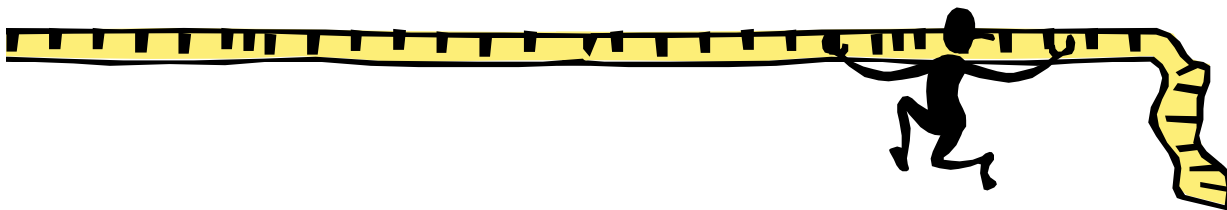
1. Listen to the scenario presented by your instructor.
2. You will be given a card with information about a particular disease, condition, or behavior. You will be asked to share this information with the class when the particular topic is introduced during the discussion. You may be asked by your instructor to prepare this information in advance, if time allows.
3. After hearing the scenario, you will be asked to respond to some questions by positioning yourself on the continuum in the classroom. Your response choices are: strongly agree, somewhat agree, neutral, somewhat disagree, and strongly disagree. You will begin in the neutral position.
4. As you and your classmates identify your position on the continuum, you will be asked to share your thoughts and consider the possible outcomes of decisions. You will be encouraged to appropriately challenge the views of others in order to gain understanding.



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5. Upon completion of the large group activity and discussion, you will be asked to reflect upon the activity in a written format. Your response should address this question: Whose responsibility is it to determine when and if any of these tests should be used? Be sure to explain your views by using examples.

Assessment Criteria

Answers will be scored on the following:

1. How well you are able to defend your argument.
2. How well you are able to develop your response.
3. How well you are able to consider the perspective of others.
4. How well you are able to actively listen to other's ideas, opinions, and feelings.
5. How well you are able to express the impact your observations have on your own attitude and actions.

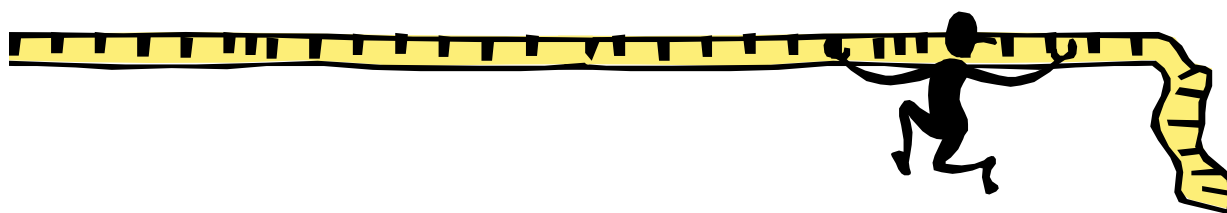
See the case study rubric.



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Generic Rubric for Case Studies

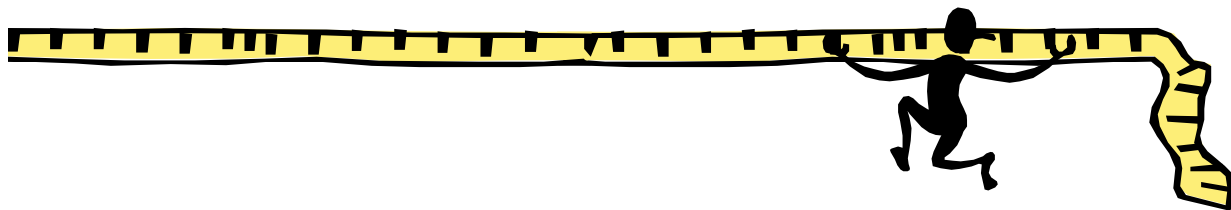
	3 Exemplary	2 Satisfactory	1 Unsatisfactory	Score
Ability to defend an argument	Clearly supports decision with reasons to support position	Supports decision with a vague response	Argument provides little or no support	
Quality of response	Able to develop initial response, able to convey message clearly, consequences are considered, demonstrated preparation for discussion	Does not sufficiently develop response, message unclear, some consequences not considered, demonstrated limited preparation for discussion	Limited or no development of response, message unclear, consequences not considered, no evidence of preparation for discussion	
Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
Personal reflection	Explains the impact observations have on one's own attitude and actions, supports ideas with several specific examples, expresses ideas clearly	Response summarizes class discussion but lacks personal application, ideas supported with limited examples, ideas vaguely expressed	Response unrelated to class discussion and lacks examples to support	
Total Score				



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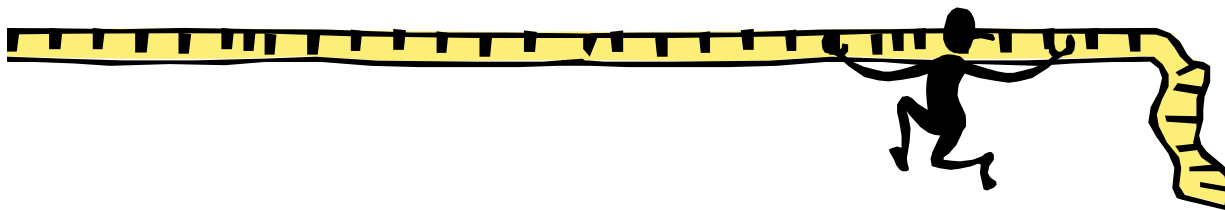
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"Personal Choice or
Public Health Concern?"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Health, Language Arts, Science, Social Studies

Overview

The purpose of this performance assessment is to help students understand the importance of taking responsibility as individuals and members of society. Health insurance costs continue to increase forcing individuals and businesses to make choices about coverage and services. Medical technology continues to advance resulting in more information about an individual's genetic makeup. How should individuals and family members use this information? Should business and government have access to this information when making decisions regarding employment, health care services, and legislation?

Requirements

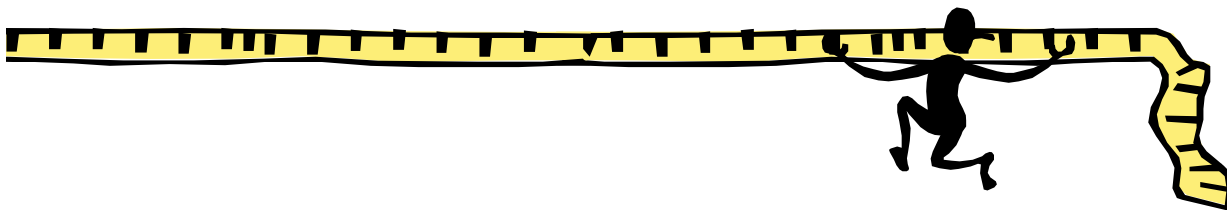
In this performance assessment, students will have the opportunity to make judgments about possible uses of medical technology. Using a continuum from "strongly agree" to "strongly disagree," they will move across the classroom to identify their position regarding the use of genetic screening. In a large group discussion, students will share their position and consider possible outcomes based on their decision. Students will be encouraged to appropriately challenge others' thoughts and will be asked to reflect upon the activity in written format.



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Health Literacy Performance Assessments



Time

This performance assessment can be completed in one 45-minute class period with additional research and reflection time. Research and reflection can be done as homework.

Materials

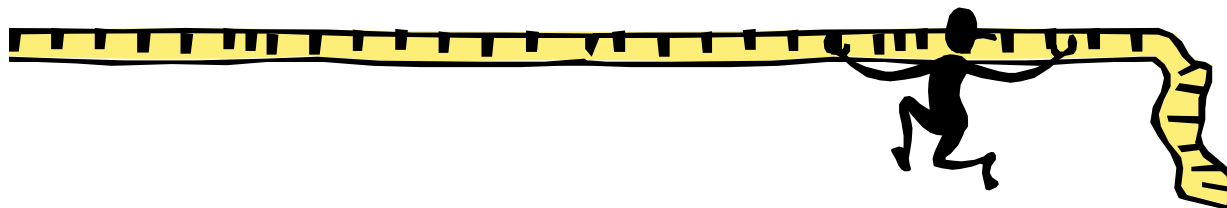
Access to information regarding selected diseases, conditions, or behaviors through the library or Internet. The teacher may opt to prepare information cards on each topic to share with students, eliminating the need for student research.



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Instruction

If students will be researching topics in advance, assign from the list below.

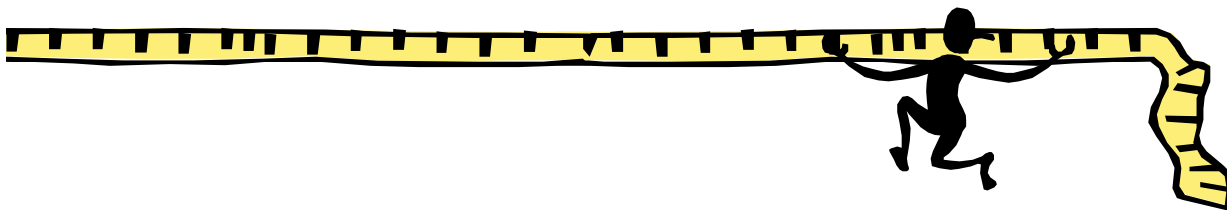
Acne	Cystic Fibrosis	Near-sightedness
ADD	Depression	Obesity
Addiction (gambling, shopping, etc)	Disordered eating	Parkinson's disease
Allergies	Domestic abuser	Pedophilia
Alcoholism	Driving over speed limit	Personality disorder
Alzheimer's	Drug addiction	Sleep disorder
Asthma	High cholesterol	Smoking
Cancer	Homosexual behavior	Suicide
Child abuser	Lactose intolerance	Tay-Sachs disease
Cognitive ability	Learning disorder (e.g., dyslexia)	Under 48" tall as adult.
Left-handedness	Low self-esteem	



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The instructor will present the following scenario:

I imagine that there are inexpensive blood tests for prospective parents that can detect risk for virtually any serious genetic disorder as well as a broad range of susceptibilities for various conditions. An initiative is afoot to provide mass genetic screening using these tests. A government commission examining the feasibility of this proposal notes that the program's cost-effectiveness depends on whether a sufficient number of those tested "act on the knowledge of positive results – that is, whether they choose to avoid conception of affected fetuses." An advocate of the mass screening program says "this is a public health matter; people should not be free to inflict avoidable diseases and conditions on their children, especially if we are able to have an affordable health care system that provides coverage for everyone." An opponent replies that "genetic services of any kind are strictly a matter of personal choice – respect for reproductive freedom requires this. People must be free to act on the test results as they see fit; any program that will result in pressures that limit reproductive freedom would be unacceptable."

Designate the location of positions on the continuum in the classroom: Strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree. Have students begin at the neutral position before beginning the questions.

Question 1: Tay-Sachs disease should be a mandated test.

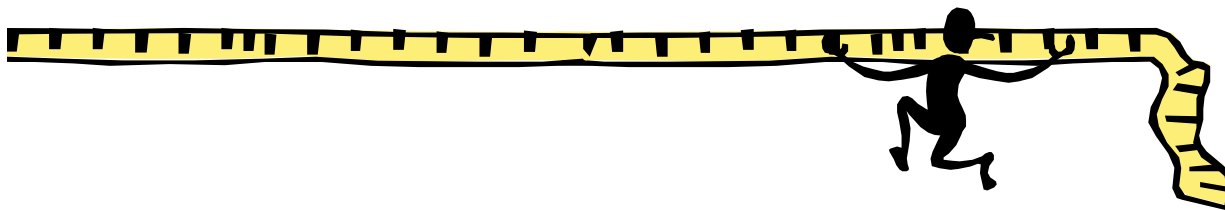
[Characteristics and consequences of each disease, condition, or behavior can be shared at this time. For example: children with Tay-Sachs



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disease develop normally for the first few months of their life, but then suffer from blindness, deafness, and difficulty swallowing. Their muscles begin to atrophy, paralysis sets in, and even with the best care available, usually die by the age of 5.]

Continue with the other selected diseases, conditions, or behaviors.

Question 2: Views would change for perspective parents if the tests were done prenatally on an already existing embryo or fetus.

Additional thought-provoking questions can be asked to develop discussion:

- Do parents have a moral obligation to use such a test? Consider the quality of life with the disease, condition, or behavior.
- Suppose it is used and the test indicates that the child has a 25 percent chance of having Tay-Sachs. What should parents do in such a case (choose to have a biological child with or without genetic engineering, consider adoption)?
- What should the state do (require mandatory testing or not)?
- What about test reliability (percentage of risk, number of false positives)?

Assessment Criteria

Answers will be scored on the following:

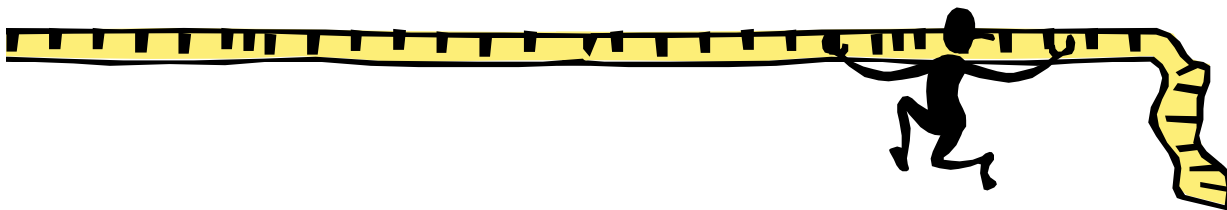
1. How well the student is able to defend their argument.
2. How well the student is able to develop their response.



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3. How well the student is able to consider the perspective of others.
4. How well the student is able to actively listen to others' ideas, opinions, and feelings.
5. How well the student is able to express the impact their observations have on their own attitude and actions.

Use the case study rubric as a tool.

Sample Writing Prompt

Whose responsibility is it to determine when and if any of these tests should be used?
Explain your views by using examples.

Comments which may be shared during discussion or in the student reflection may focus on:

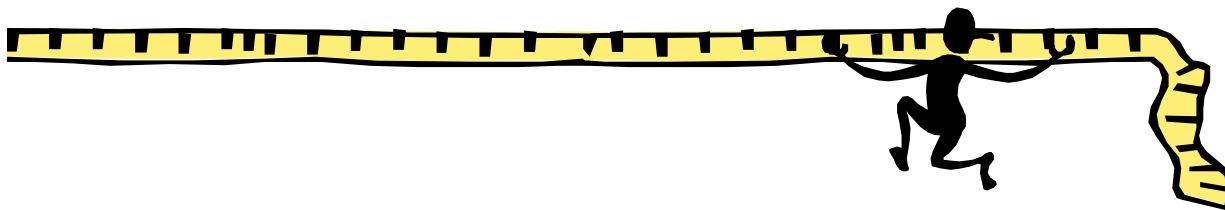
- *cost of care
- *quality of life
- *severity of disease, condition, or behavior
- *educational needs
- *social interactions
- *roles of individuals, medical professionals, legislators, etc.
- *religious viewpoints
- *privacy issues



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Student Response Example:

Tay-Sachs sounds like an awful disease that affects a child's life expectancy. I can't imagine watching my child suffer from this disease. I would want to know if my child was at risk of this disease so I could choose another way of becoming a parent, like adoption or some kind of medical technology.

In addition to the hardship and sadness caused by this disease, the cost of caring for this child would create a lot of financial problems for our family.

It is difficult to make this decision for other people though. My cousin was born with severe mental retardation. He is such a sweet boy and my aunt just loves him, in spite of all his problems. She talks about how difficult it is to parent him. He is in a special program at school and has his own teacher who escorts him to classes. I know that my aunt would not have wanted to have this test done, even though parenting him is a challenge.

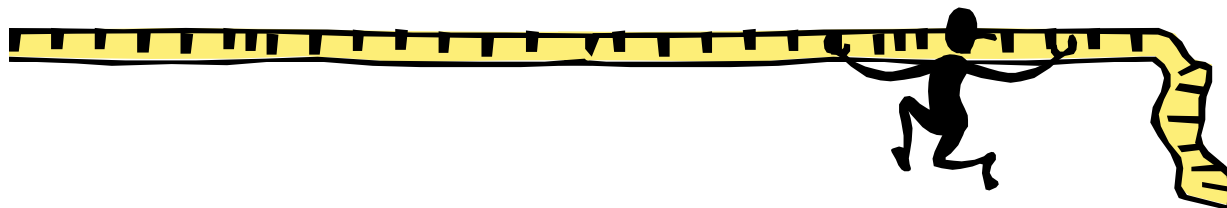
Individuals and families have the responsibility to determine if this test should be used.



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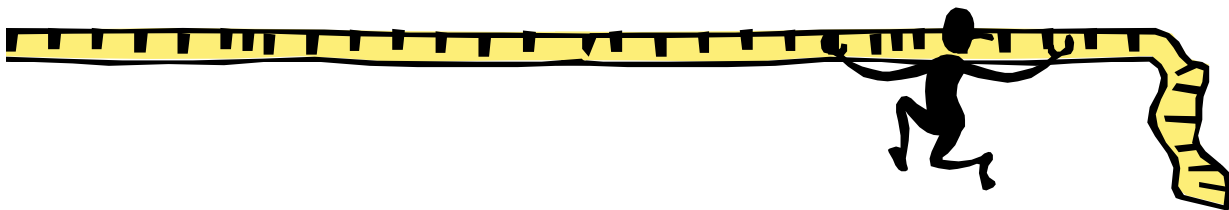
Generic Rubric for Case Studies

	3 Exemplary	2 Satisfactory	1 Unsatisfactory	Score
Ability to defend an argument	Clearly supports decision with reasons to support position	Supports decision with a vague response	Argument provides little or no support	
Quality of response	Able to develop initial response, able to convey message clearly, consequences are considered, demonstrated preparation for discussion	Does not sufficiently develop response, message unclear, some consequences not considered, demonstrated limited preparation for discussion	Limited or no development of response, message unclear, consequences not considered, no evidence of preparation for discussion	
Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
Personal reflection	Explains the impact observations have on one's own attitude and actions, supports ideas with several specific examples, expresses ideas clearly	Response summarizes class discussion but lacks personal application, ideas supported with limited examples, ideas vaguely expressed	Response unrelated to class discussion and lacks examples to support	
Total Score				



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Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility:
"Who Will You Back?"**

Educational Level: **High School**

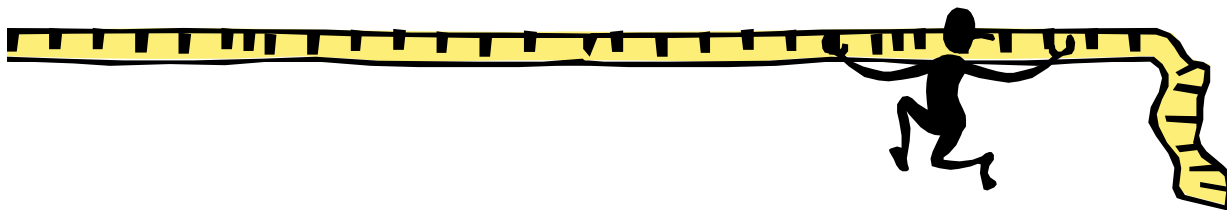
Student Instructions

Instruction

1. In the large group, read the article/case situation on plagiarism in schools.
2. You will be assigned to role-play a person at a mock school board meeting discussing the described plagiarism incident. The roles include:
 - A. The teacher who failed the students who plagiarized
 - B. The students who plagiarized
 - C. Other students in the class who did not plagiarize
 - D. Other teachers in the school
 - E. Parents of the students who plagiarized
 - F. Parents of students who did not plagiarize
 - G. Administrators
 - H. Board members
 - I. Other community member



Health Literacy Performance Assessments



3. Think about the situation from the point of view of the role assigned to you. Articles related to the issue in Piper School District posted in the *Kansas City Star* may be helpful to you.
4. During the mock school board meeting, act out the role of your character, sharing information that may reflect that person's perspective and following local school board meeting procedures.
5. After the mock school board meeting, you will be given an opportunity to discuss with classmates the issue of plagiarism from your personal perspectives as well as other perspectives.
6. In one of two writing assignments, reflect on the issue of plagiarism and the perspectives shared in the mock school board meeting and discussion. Students should emphasize the concepts of responsibility and respect in their reflection.
 - a. Write a school policy statement regarding plagiarism and your rationale for the policy addition or change.
 - b. Write a letter to the editor for the *Kansas City Star* regarding the issue or the board's actions.

Assessment Criteria

Answers will be scored on the following:

1. How well you show an understanding of the core values of respect and responsibility.
2. How well you participate effectively in discussion.

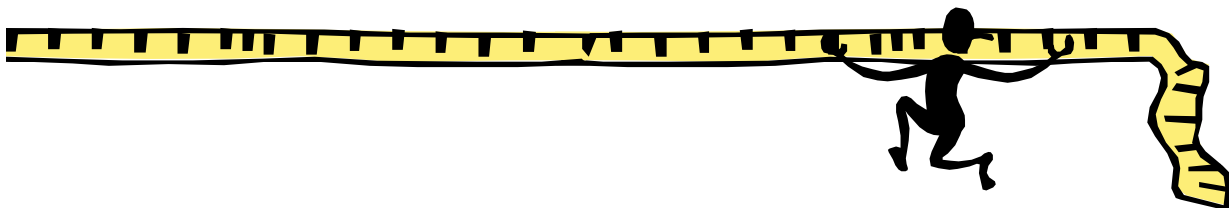
See the case study rubric.



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Generic Rubric for Case Studies

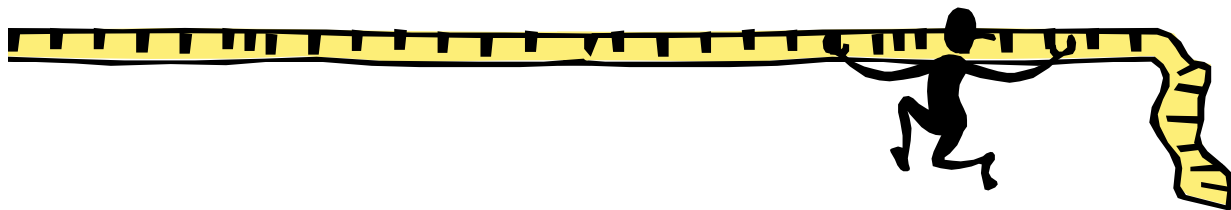
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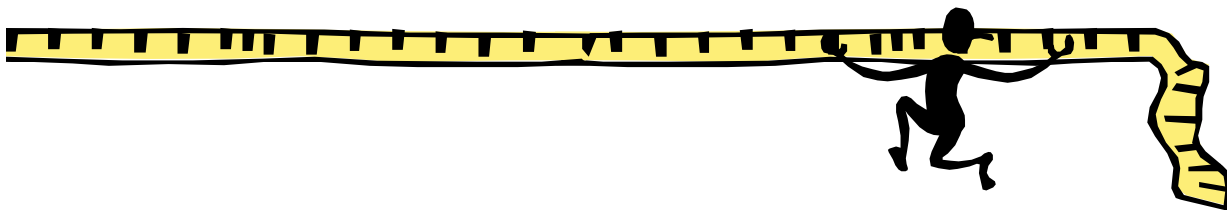
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **CHARACTER EDUCATION**

Performance Task: **Respect and Responsibility: "Who Will You Back?"**

Educational Level: High School

Teacher Information

Curriculum Connections

English/Language Arts, Family and Consumer Education, Health, Social Studies or any course requiring students to complete research

Overview

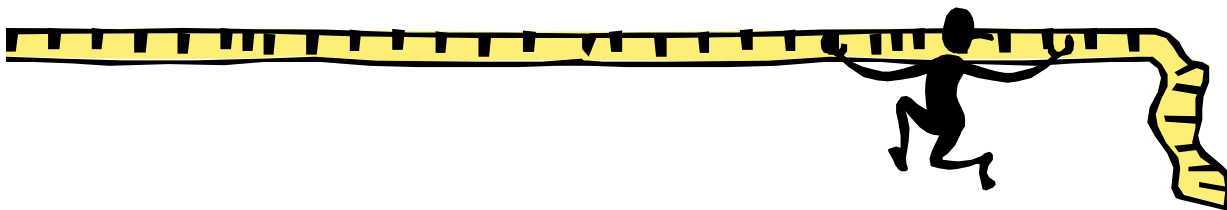
Although plagiarism is not a new concern, the use of technology in researching and processing information has made "cutting and pasting" information from a variety of sources easier for students. Some students may not be aware of guidelines for using information from another resource. Some students may choose not to go through the work or responsible process for correctly citing sources. This actual case situation and perspective taking activity will help students explore their responsibility in using information from other resources appropriately and the possible consequences of not doing so. The "discussion" that ensues during the mock school board meeting will also help students with the attitudes and skills related to showing respect.



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Requirements

Students will read the *Kansas City Star* article, "Teacher Quits in Dispute with School Board over Student Plagiarism." This article and related articles on the aftermath of the board's decision are available at www.KanasCity.com.¹ Students will be involved in a mock school board meeting.

Students will be assigned a role to play at the meeting. To summarize, students will reflect on the issue of plagiarism and write their thoughts on what the school board should do in the form of a school policy statement with rationale or a letter to the editor of the local newspaper.

Time

Two-three class periods depending on whether students read the given article or research other articles related to the issue. Time for research and writing the reflection could be given in class or students could complete as homework.

Materials

Copies of the article or access to Internet to research articles on plagiarism. Role-play cards designating the role for the mock school board meeting.

¹The full internet address for the plagiarism article is

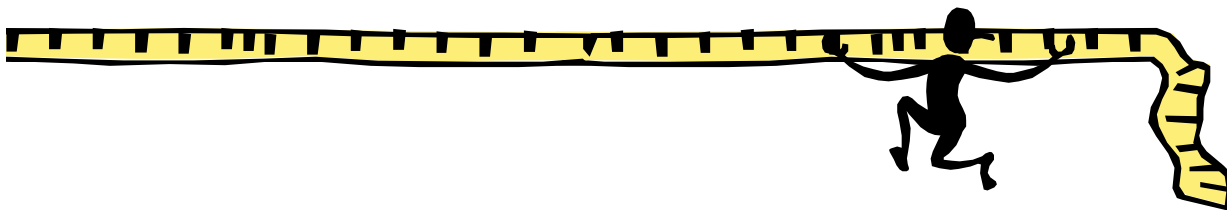
<http://www.kansascity.com/mld/kansascity/2561083.htm?template=contentModules/printstory.jsp>



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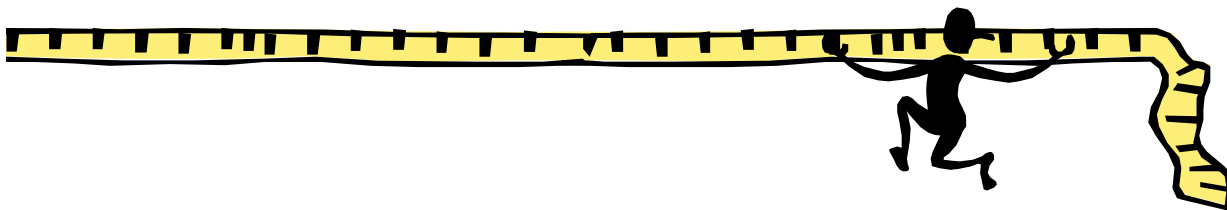


Instruction

1. In the large group, use the jigsaw reading strategy to read the article or case situation on plagiarism in schools.
2. Assign students roles to play in the mock school board meeting, including:
 - A. The teacher who failed the students who plagiarized
 - B. The students who plagiarized
 - C. Other students in the class who did not plagiarize
 - D. Other teachers in the school
 - E. Parents of the students who plagiarized
 - F. Parents of students who did not plagiarize
 - G. Administrators
 - H. Board members
 - I. Other community members
3. Ask students to think about the situation from the point of view of the role assigned to them. Students may find the articles related to the issue in Piper School District posted in the *Kansas City Star* helpful.
4. As background information, students should be provided a summary of the procedures followed by the local school board in addressing controversial issues. Part of the learning involved in this task is for students to recognize that formal meetings such as school board meetings have rules and procedures that maintain respect for participants in spite of differing perspectives.
5. Lead students through a mock school board meeting with students playing assigned roles and local school board meeting procedures being followed.



Health Literacy Performance Assessments



6. After the mock school board meeting, encourage students to discuss their ideas from a variety of perspectives.
7. Assign students to reflect on the issue of plagiarism and the perspectives shared in the mock school board meeting and discussion and complete one of two writing assignments:
 - A. Write a school policy statement regarding plagiarism and rationale for the policy addition or change.
 - B. Write a letter to the editor for the *Kansas City Star* regarding the issue or the board's actions.

Students should emphasize the concepts of responsibility and respect in their reflective writing piece.

Assessment Criteria

Answers will be scored on the following:

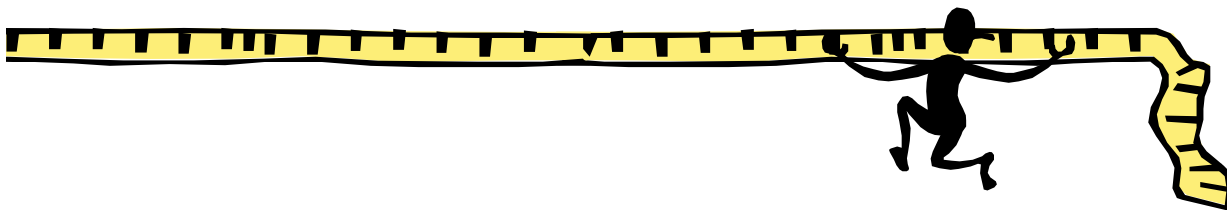
1. How well the student shows an understanding of the core values of respect and responsibility.
2. How well the student participates effectively in discussion. Use the General Rubric for Case Studies or the *Oral Communications Assessment Educator's Guide* created by the Wisconsin Department of Public Instruction, specifically "Grade 8 Oral Communication Rubric, C.8.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes."



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Sample Response

Dear Editor of Kansas City Star:

This letter is written in response to the article, "Teacher Quits in Dispute with School Board over Student Plagiarism." I am a sophomore at Piper School District and I took Ms. Pelton's biology class this year. Diane Carroll, the author of the article, was correct in stating that Ms. Pelton made it clear to the class on the first day that a report on tree leaves would be required and that it would count as 50 percent of our grade. Students were also told that anyone who plagiarized would receive no credit.

The issue here is not that students did not understand the consequences of plagiarism, the problem is that most students do not understand exactly what plagiarism is. We use computers to do research all the time; the Internet is a great source of information! What we need help with is applying the information learned to the assignments given and citing the source of information correctly. Doing research correctly is a lot of work, which many other students and I did. I think that the students who plagiarized should be held responsible for their actions. What a better way to learn than having to redo the assignment and correctly citing the sources of information! Don't lower the percentage of total points that the project is worth - keep it the same, but allow the students to complete the assignment correctly. This respects the teacher's expectations and the students who completed the assignment correctly. It also respects the assignment as a learning experience for those students who did not understand what plagiarism is.

Sincerely,

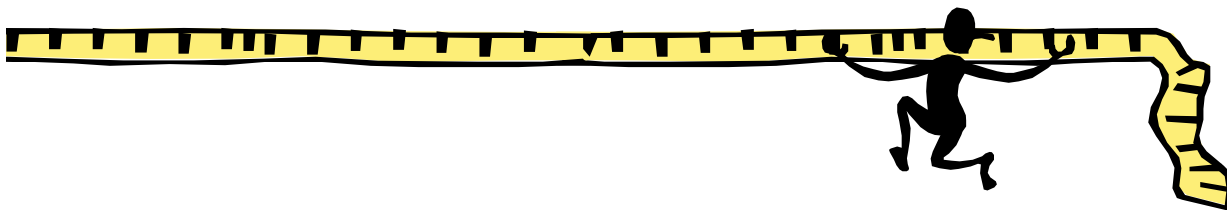
Sally Student



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Health Literacy Performance Assessments



Generic Rubric for Case Studies

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Perspective-taking	Considers several different points of view	Considers some different points of view	No consideration of other points of view	
Respectful of others	Actively listens to others ideas, opinions, and feelings; asserts oneself without showing disrespect for others; avoids sarcasm, put-downs, and hurtful language; encourages the participation of others in discussion	Inconsistently uses active listening behaviors, sometimes conveys lack of interest for others' views, sometimes makes inappropriate remarks or interrupts, participates inconsistently or tends to dominate discussion	Does not use active listening behaviors, conveys overt disrespect for others' views, shows little interest or ability to understand or explore ideas orally, makes inappropriate or irrelevant remarks, withdraws from discussion or exhibits disruptive behavior	
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Total Score				



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APPENDIX

